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ABSTRACT

This curriculum guide describes the instructional program in foreign languages to be implemented in Fairfax County Public Schools, kindergarten through Grade 12. Section A describes the program and general goals, curriculum, and course content at levels 1-5. A general introduction to the Greek and Latin programs is also included. Introductions to French, Spanish, German, Russian, and Italian programs are to be added in the future. Section B contains detailed descriptions of programs in French, German, Spanish, Greek, and Latin at all levels. Descriptions of the Russian and Italian programs are to be added in the future. Section C describes learning/teaching strategies based on an ALM unit, contains a "visual cahier" in French to use with AIM I revised, and describes culturally-oriented programs in specific schools (in French, Russian, and Spanish). The following sections also will be added in the future section D on Prerequisites for Student Placement; section E on Program Evaluation; section F on Instructional Materials Requirement; and section G on Program Support Requirements. (AM)

ED105773

PROGRAM OF STUDIES

COUNTY OF FAIRFAX
VIRGINIA

FL006870

FOREIGN LANGUAGE

GRADES 7-12

LETTER OF TRANSMITTAL

Program of Studies defines the instructional program to be implemented in Fairfax County Public Schools. It is to be used by schools in establishing their Commitment to Education as well as a basis for meeting Standards of Quality in Virginia. Schools are encouraged to develop supplemental objectives and program variations in accord with local needs and with the approval of the area superintendent. During the school year 1974-75 the program descriptions and the objectives are subject to intensive review in an attempt to achieve consensus.

The Program of Studies will continue to be developed through the involvement of administrative and instructional personnel, students, parents, and other members of the community. Revision is part of the design of the Program of Studies in order that all persons in the community may participate fully in developing a current, relevant instructional program.

The success of the Program of Studies will depend primarily upon its utilization by teachers and on the continued educational development of our students.

S. John Davis

S. John Davis
Division Superintendent

September 3, 1974

INTRODUCTION

The Program of Studies defines the instructional program for Fairfax County Public Schools, kindergarten through grade twelve, and is organized as follows:

Section A - Program Description and General Goals

Section B - Program Objectives

Section C - Suggested Teaching/Learning Strategies

Section D - Prerequisites for Student Placement

Section E - Program Evaluation

Section F - Instructional Material Requirements

Section G - Program Support Requirements

At present the sections are in various stages of developemnt. During the fall of 1974 instructional personnel will receive for use and reaction Sections A and B, and working drafts for Section C. The other sections will be written, reviewed, and completed at later dates as they are dependent upon Sections A and B.

FOREIGN LANGUAGE

PROGRAM OF STUDIES

6-75-2

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

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PROGRAM OF STUDIES

FOREIGN LANGUAGE

SECTION A

WORKING DRAFT

MODERN FOREIGN LANGUAGE

MODERN FOREIGN LANGUAGE

The modern foreign language program in grades eight through twelve is an elective four/five year sequence with two principle long range goals. The first is that of acquiring mastery of the basic communication skills of another language. The second involves developing a concept of the likenesses and differences of the foreign people and their culture compared with the civilization of the United States.

Since the degree of proficiency in the development of these goals is generally in proportion to the length of the sequence followed, it is recommended that no less then four years of the language be studied.

There are specific objectives outlined for each level of language studied. The objectives for each level are the mastery of the skills of listening, speaking, reading, writing, and grammar and their interrelationship. The listening comprehension and speaking skills are very closely related and somewhat difficult to separate. The same holds true for the reading and writing skills. Because grammatical proficiency is necessary in order to communicate effectively, it is essential to emphasize grammar while pursuing the other four skills. As proficiency in the language develops, the divisions among these skills become increasingly vague. Vocabulary as an objective in the French and German programs is introduced in level III. Vocabulary acquisition at this level is so extensive that it is necessary to emphasize vocabulary equally with the other skills.

The ALM text with its accompanying materials is the series that is at present employed in the Fairfax County Public Schools. Content of all levels is progressive and sequential and is based upon performance objectives. The content for this series is the successful completion of ten units for levels I and II and eight units for levels III, IV, and V.

The following languages and levels are those offered in intermediate and high schools:

Grades	Languages and Levels
8	French - Spanish I
9 - 12	Fr-Sp II, Fr - Ger - Ital - Russ - Sp I
	Fr-Sp III, Fr - Ger - Ital - Russ - Sp II
	Fr-Sp IV, Fr - Ger - - Russ - Sp III
	Fr-Sp V, Fr - Ger - - Russ - Sp IV

One credit toward graduation is earned for each year of foreign language completed at grade eight or above.

Level I

Imitation and reproduction of the basic sound system are emphasized. Recall and understanding of the foreign sounds in word and thought groups are stressed. Reading emphasizes the comprehension of material previously learned audio-lingually. Writing involves imitation of patterns, writing from dictation, and writing familiar vocabulary. Grammatical structures and vocabulary are first presented audio-lingually and then mastered through dialogs and pattern drills. Comprehension of the basic sound system, sentence structure, and vocabulary is essential for a strong foundation of language study. Students learn about the influence of the foreign country on American contemporary life and heritage, the way of life of the foreign culture, and the economy of the foreign land(s).

Level II

Pursuit of facility with the sound system continues. Communication of one's own ideas is begun. Reading contains materials not previously reviewed in class and increases as the academic year progresses. Word study becomes an integral part of the expansion of vocabulary. Writing of material already acquired audio-lingually continues through pattern drills, dictations, free responses, and descriptions. Directed composition on controlled structures is begun. Syntactical relationships needed for audio-lingual competence are accentuated. Comprehension of material in each respective skill constitutes an integral part of the level II program. Cultural content focuses on insights into the way of life of the foreign culture, familiarity with principal personages and events, and identifications of some distinctive features of the foreign land(s).

Level III

Control of the sound system of the foreign language is demonstrated. Conversational ability is developed. Reading includes increasingly difficult selections. Vocabulary and idioms that occur frequently are audio-lingually drilled. Writing comprises pattern drills, dialogs, dictations, reports, paragraph construction, and exercises on the reading. Syntactical relationships required for audio-lingual competence are accentuated. Comprehension of complex structures and diversified materials encompass the basic skills of level III. Highlights of important pre-twentieth century historical periods and outstanding personages and their respective contributions to science and technology are emphasized. The outstanding schools of painting as well as the significant architectual styles are studied.

Level IV

Oral communication is exhibited through conversation, group discussion, skits, dialogs, reports, reading selections, and the media. Reading with direct comprehension includes a variety of materials, textbook as well as supplementary. Vocabulary building encompasses extensive practice with synonyms, antonyms, idioms and their inferred meanings and their interrelationship with different contexts. Controlled writing decreases as students demonstrate ability to practice free composition. Writing personal letters begins. The manipulation of syntactical relationships continues. The communication skills in level IV entail comprehension with ease of sustained conversations, lectures, and diversified materials. Study of the principles and workings of government as well as identification of outstanding performers, sculptors, and composers comprise one aspect of the study of culture. The other consists of an examination of various elements of contemporary society.

Level V

Oral communication continues with emphasis on discussion of reading material. Analysis of the various literary forms becomes a significant part of the reading program. Required reading as well as independent reading takes place. Reading for comprehension of ideas rather than for individual words or sentences is stressed. Directed writing is augmented by the development of free composition. Grammar is systematically reviewed. Adeptness in comprehension is demonstrated through extensive reading and more sophisticated usage of the communication skills. In conjunction with the extensive readings, acquaintance with the principle literary movements ensues. In addition, an in-depth examination of selected cultural topics is presented.

CLASSICAL LANGUAGES

GREEK

LATIN

THE STUDY AND APPRECIATION OF GREEK

The objectives of the study of Greek are as follows:

GREEK HISTORY

That the pupil may acquire a knowledge of the life, customs, and ideals of the Greeks through reading literature in the Greek language and through individual reading and reports of related books in English on Greek history, Greek religion, Greek customs, and Greek historical novels and by the use of related movies, slides, filmstrips, and lectures.

GREEK INFLUENCE

That the pupil may broaden his awareness of the contributions of Greek civilization and culture to modern life by tracing its influence in commercials, literature, theatre, movies, modern architecture, law, and in other languages he has studied; this he accomplishes individually through the reading of magazines and newspapers, his social studies, and English and modern foreign language courses. He enters his findings in the cultural section of his notebook.

GREEK LANGUAGE

That the pupil may learn Greek grammar functionally through the reading and writing and speaking of Greek, and in so doing gain skill and knowledge of the language and an appreciation of the author's style and meaning, and perceive relationships between English and Greek and between Greek and any other language he has studied.

GREEK VOCABULARY & DERIVATIVE STUDY

That the pupil may build a useful Greek vocabulary to increase his skill in the Greek language and to increase his English vocabulary by recognizing the derivation of our English words from Greek.

THE SOUND OF GREEK

That the pupil may gain confidence and knowledge of the sound of Greek through oral reading both prose and poetry.

Latin I (5310)
Section A
September 3, 1974

LATIN

The classical language program in grades eight through twelve is an elective four/five year sequence with several long-range goals. One such goal is that of developing the skill necessary to comprehend the meaning of Latin passages without actual translation into English. Another involves the development of a thorough understanding of the interrelationship of the elements of simple, compound, and complex sentences. A third goal concerns the development of the ability to use Latin structures in writing sentences that vary in complexity. Still another goal has to do with developing an expanded English vocabulary by studying English derivatives from Latin roots.

Since the degree of proficiency in the development of these goals is generally in proportion to the length of the sequence followed, it is recommended that as many years as possible of the language be studied.

Specific objectives for each level of the language being studied have been carefully outlined in the following document. Mastery of the reading, writing, speaking, vocabulary, grammar, and syntax objectives for each level is the intended goal. While this program of studies purports to be a broad guideline for classical language teachers and suggests the minimum requirements for successful progression to subsequent levels, it is designed to allow flexibility for teachers using traditional approaches as well as for those employing individualized instruction and innovative techniques. Generally speaking, this program of studies proposes a particular framework for teaching Latin within which individual teachers may function most effectively.

PROGRAM OF STUDIES

FOREIGN LANGUAGE

GRADES 7-12

SECTION B

WORKING DRAFT

Modern Foreign Language
Section B
September 3, 1974

FRENCH

Listening Objectives

1. The student recognizes aurally the basic sound system and intonation patterns of the foreign language.

    - Differentiates immediately between the sounds when presented with a battery of English and French sounds
    - Recognizes syllabification and stress
    - Distinguishes French intonation and inflection from that found in English
    - Distinguishes between interrogative and declarative statements

2. The student develops, by practice, auditory memory (recalls and understands the meaningful recombinations of French sounds in words and thought groups).

    - Understands and recalls material previously learned in dialogs drills and exercises
    - Identifies objects or persons from oral descriptions
    - Responds to oral commands and directions

Speaking Objectives

1. The student imitates and then reproduces the basic sounds of French with near native pronunciation.

    - Reproduces the basic sounds in isolation, minimal pairs, words and sentences
    - Displays acceptable pronunciation while reading aloud, in unison and individually

2. The student demonstrates comprehension of the French level I content by oral descriptions and interaction in a conversational situation.

    - Identifies and describes pictures, objects, and persons
    - Answers questions indicating comprehension
    - Formulates questions from a given answer
    - Engages in short dialogs and oral descriptions stemming from subjects in basic textual materials

Reading Objective

The student reads and comprehends selections emphasizing newly acquired vocabulary and structures.

- Reads material learned audio-lingually
- Progresses from basic dialogs to selections containing recombined vocabulary and structures
- Deduces the meaning of cognates
- Answers questions based on reading material

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Writing Objectives

1. The student writes correctly familiar vocabulary.

2. The student writes material which has been mastered audio-lingually.

3. The student writes correctly familiar material as dictated.

Grammar Objectives

1. The student recognizes the structural elements of a simple sentence in French.

2. The student recognizes and manipulates syntactical relationships of the French level I content.

    - Engages in structural substitutions (agreement of adjectives, gender, pronoun substitution, and verb person, number and tense)

Culture Objectives

1. The student demonstrates understanding of the influence of the French culture on that of America.

    - States the principal countries in which French is spoken
    - Names the early explorers and areas of settlement
    - Describes the influence on the American heritage as reflected in the English language and social customs

2. The student identifies basic facts about the geography and economy of France.

    - Cites general information concerning origin of France, flag, motto, capital city
    - Describes physical geography
    - Lists principal cities and cultural subdivisions
    - Manipulates the currency
    - Compares and contrasts the metric system with the American system of measurement

3. The student reflects understanding of some aspects of the French way of life.

    - Examines significant social and religious customs
    - Identifies principal sports, holidays, and leisure activities
    - Investigates, prepares, and samples cuisine

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French Level One Content

Note: The following concepts and grammatical principles are presented in the first 10 units of the ALM text. These are minimum requirements for successful progression into level two.

- alphabet
- familiar vs formal address
- general interrogative expressions
- numbers: cardinal and ordinal
- pronouns: subject, direct object
- regular er, ir, re verbs
- irregular verbs in the present tense (être, avoir, faire, aller, dire, lire, écrire, dormir, partir, sortir)
- stem-changing verbs in the present tense (appeler and emmener)
- aller plus infinitive
- possessive adjectives
- prepositions with countries
- negation (ne...pas; ne...rien; ne...jamais; ne...plus)
- definite and indefinite articles and special uses
- contractions with a and de
- constructions with de
- prepositions
- usage, formation and position of adjectives
- time and weather expressions
- imperative
- negative-- partitive
- noun plurals

Level One Optional Content

Note: Many teachers have expressed concern that the grammatical content in level two is excessive; therefore; if possible, attempt to incorporate part of this grammatical material in level one:

1. passé composé with avoir
2. irregular past participles
3. indirect object pronouns
4. irregular verbs in the present tense (pouvoir, connaître, savoir, venir, voir, prendre, mettre, croire)
5. demonstrative adjectives

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Listening Objectives

1. The student demonstrates proficiency in recognition and discrimination of the French sound system.

    - Differentiates immediately between the sounds when presented with a battery of English and French sounds
    - Recognizes syllabification and stress
    - Distinguishes French inflection and intonation from that of English
    - Continues to practice exercises using minimal pairs, word groups, and incomplete sentences

2. The student comprehends French as spoken in a conversational situation.

    - Recalls material previously drilled audio-lingually
    - Incorporates newly acquired material in a variety of listening situations
    - Identifies meaning inferred from context

Speaking Objectives

1. The student displays facility with the French sound system.

    - Reproduces and refines the basic sounds
    - Models the sound system from structures acquired in basic materials
    - Displays correct pronunciation and intonation while reading aloud familiar passages

2. The student begins to generate his/her own communicative ideas.

    - Identifies and describes items in isolation and in situations
    - Answers questions indicating comprehension
    - Makes appropriate verbal responses to oral commands
    - Formulates questions from a given answer
    - Engages in short dialogs and oral descriptions based on controlled structures and vocabulary
    - Recombines familiar material on specific topics

Reading Objective

The student reads and comprehends increasingly difficult selections which emphasize newly acquired vocabulary and structures.

- Expands vocabulary through use of cognates, antonyms, synonyms, prefixes, suffixes, and roots
- Answers oral and/or written questions based on reading selections
- Summarizes and describes orally the salient ideas of a reading selection

Writing Objectives

1. The student writes correctly familiar vocabulary.

2. The student writes exercises which involve patterns, dictations, descriptions, and free responses based on materials already studied.

3. The student begins directed composition based on controlled structures.

Grammar Objectives

1. The student recognizes the structural elements of a sentence in French.

2. The student manipulates syntactical relationships of the French level II content.

Culture Objectives

1. The student identifies distinctive features of France.

    - Names places of interest, famous cities, buildings, and monuments
    - Notes provincial differences
    - Recognizes the influence of geographical features on the architecture

2. The student exhibits familiarity with the principal personages and outstanding events of French history.

3. The student displays knowledge of the way of life of the French culture.

    - Compares and contrasts the educational institutions of France with those of the U.S.
    - Examines significant holidays, customs, and way of dress
    - Investigates, prepares and samples cuisine
    - Identifies principal composers
    - Examines the system of names

French Level Two Content

Note: The following concepts and grammatical principles are presented in units 11 through 20 of the ALM text. These are minimal requirements for successful progression into level III

- Review of concepts and grammatical principles of level I
- Possessive and demonstrative adjectives
- Usage, formation and position of adjectives
- Comparative and superlative degree of adjectives
- Pronouns: direct object, indirect object and independent
- Pronouns Y and En
- Interrogatives
- Formation of adverbs
- Prepositions with countries
- Expressions of quantity
- Irregular verbs in the present indicative
- Stem-changing verbs
- Irregular past participles
- Verb tenses: present, passé composé with ètre and avoir, imparfait
- Imperative
- Venir de plus infinitive
- Verbs + de + infinitive
- Verbs + a + infinitive
- Reflexive constructions: imperative and passé composé
- Position of object pronoun with passé composé
- Agreement of past participle
- Usages of the imperfect
- Imparfait vs passé composé

Optional Level II Content

Note: If possible attempt to incorporate the following grammatical material in level II.

- Verb tenses: future, conditional
- Double object pronouns
- Special uses of the present and future
- Relative pronouns
- si clause
- past infinitive
- present participle

French III (5130)
Section B
September 3, 1974

Listening Objectives

1. The student comprehends classroom presentations where only French is spoken.

2. The student demonstrates adeptness in comprehending complex structures and diversified material.

    - Understands French spoken at a progressively increasing rate of speed
    - Incorporates newly acquired material in a variety of listening situations

Speaking Objectives

1. The student displays control of the French sound system while speaking and reading aloud.

2. The student communicates orally on a variety of topics.

    - Formulates and answers questions indicating comprehension
    - Summarizes important ideas from reading selections
    - Discusses reading selections and their relevant ideas
    - Makes oral presentations employing newly acquired structures and vocabulary
    - Presents skits and dialogs

Reading Objectives

1. The student recognizes word relationships and associates them with meaning.

2. The student reads and comprehends increasingly difficult selections.

    - Answers questions based on reading selections
    - Summarizes the significant ideas found in the reading

3. The student relates pertinent ideas from the reading to everyday situations.

Writing Objectives

1. The student writes material and ideas which he can express orally.

    - Writes dialogs, dictations, exercises on the reading and reports

2. The student writes directed composition based on controlled structures.

Grammar Objective

The student recognizes and manipulates the syntactical relationships of the French level III content.

Vocabulary Objective

The student masters vocabulary and idioms that occur frequently.

- Practices exercises with synonyms, antonyms, and idioms
- Infers meaning of new words related to words with which they are already familiar
- Interrelates new vocabulary and idioms within different contexts

Culture Objectives

1. The student indicates knowledge of important pre-twentieth century historical periods and great personalities of France.

    - Identifies outstanding personalities
    - Names early invaders
    - Lists empires
    - Notes areas of French colonization
    - Examines reigns, wars, and their respective causes and effects

2. The student identifies outstanding personages and their respective contributions to science and technology.

3. The student displays knowledge of selected works of art and the following schools of painting: classic, romantic, impressionistic, post-impressionistic, and cubist.

4. Identifies the Romanesque and Gothic architectural styles found in France.

French Level Three Content

Note: The following concepts and grammatical principles are presented in units 21 through 26 of the ALM text. These are minimal requirements for successful progression into level IV.

- Pronouns: double object, relative, demonstrative
- Interrogatives
- Relative clauses with prepositions
- Adjectives + a or de + infinitive
- Additional negative constructions: ne...que; ne...ni...ni; ne...personne; ne...aucun
- Stem-changing verbs
- Tenses: future and conditional
- Special uses of the present and future tenses (quand, dés que, lors que, aussitôt que)
- Si clauses
- Depuis construction
- Formation and usages of present subjunctive tense
- passé simple

Optional Level Three Content

Note: If possible, attempt to incoporate part of this grammatical material into level III:

- Le Subjunctif passé
- Le plus-que-parfait
- Le futur antérieur
- Le conditionnel antérieur
- Verbal constructions after the prepositions
- Prepositions with infinitive

Optional:

- Selected short stories
- Personal letters

Listening Objectives

1. The student exhibits complete aural comprehension in a classroom where only French is spoken.

2. The student comprehends with ease sustained conversations and lectures.

3. The student grasps the central ideas of an educated foreign individual who speaks at a normal conversational speed on a familiar topic.

4. The student recognizes various subtleties and moods of spoken French.

Speaking Objectives

1. The student approaches mastery of the French sound system while speaking and reading aloud.

2. The student communicates orally with pronunciation and intonation acceptable to a native, with grammatical accuracy, and with some fluency.

    - Formulates and answers questions indicating comprehension
    - Summarizes principal ideas of reading selections, films, and recordings
    - Discusses reading selections and their relevant ideas
    - Relates pertinent ideas from the reading to everyday situations
    - Participates in a conversation or group discussion on various topics
    - Practices French social courtesies while participating in discussions
    - Practices skits, dialogs and reports

Reading Objective

The student reads with direct comprehension a variety of materials, journalistic as well as literary, progressing from excerpted to unabridged works.

- Reads independently selections of his/her choice in addition to the required reading
- Uses word form clues (prefixes, suffixes, roots) to discriminate meaning
- Develops high speed recognition response (reading for comprehension of ideas rather than for individual word or sentence meaning)

Writing Objectives

1. The student writes that which he/she can express orally.

2. The student writes directed as well as creative selections.

    - writes directed compositions based on controlled structures
    - writes independently about feelings and about real and imaginary experiences

3. The student writes personal letters.

Grammar Objective

The student recognizes and manipulates the syntactical relationships of the French level IV content.

Vocabulary Objective

The student masters vocabulary and idioms which occur frequently.

- Practices expressions with synonyms, antonyms and idioms
- Defines given vocabulary in French
- Infers meaning of new words related to words with which he/she is already familiar
- Interrelates new vocabulary and idioms within different contexts

Culture Objectives

1. The students and teacher organize a meaningful program of culture study based on twentieth century society. Some suggested areas of study include the following:

    a. International and domestic situation
    b. New role of women and youth in society
    c. Increasing influence of the media
    d. Changing role of the government concerning health, education, and welfare

2. The student identifies outstanding performers, sculptors, and composers and their respective influences.

3. The student discusses the principles and workings of the government: the structure (legislative, executive, judicial), the political subdivisions, the role of the citizenry, and the constitution.

__Note__: The following concepts and grammatical principles are presented in units 29-36 of the ALM text. These are minimal requirements for successful progression into level V.

- Review of levels I, II, III concepts and grammatical concepts
- Tenses: past perfect, future perfect, past imperfect and past perfect subjunctive
- Si clause
- Avant de, pour, sans + infinitive
- Usages of the subjunctive mood
- Subjunctive vs infinitive
- Causative faire construction
- Past infinitive
- Present participle
- Verbs of perception + infinitive
- Possessive pronouns
- Ce as antecedent
- More about the plural of nouns
- Position of adverbs in compound tenses
- Adjective + a or de + infinitive

__Optional Level IV Content__

__Note__: If possible attempt to incorporate part of the following material into level IV:

- Selected poems
- Selected short stories
- Selected novels
- Selected plays
- Formal letters

French V (5150)
Section B
September 3, 1974

Listening Objectives

1. The student exhibits complete aural comprehension in a classroom where only French is spoken.

2. The student demonstrates adeptness in comprehension of sustained conversations and lectures.

3. The student comprehends with ease an educated native **speaker**, speaking at a normal conversational speed on a subject within the student's experience.

4. The student recognizes various subtleties and moods of spoken French.

Speaking Objectives

1. The student approaches mastery of the French sound system while speaking and reading aloud.

2. The student communicates orally with pronunciation and intonation acceptable to a native, with grammatical accuracy, and with some fluency.

    - Summarizes principal ideas of reading selections, lectures, films, and recordings
    - Discusses reading selections and their relevant ideas
    - Participates in a conversation, telephone conversation, discussion, and debate on various topics
    - Practices French social courtesies while participating in discussions
    - Presents skits, dialogs, and reports

3. The student begins to speak without direct translation from English to French as evidenced by his/her appropriate usage of syntax, vocabulary, and idioms.

Reading Objectives

1. The student reads with direct comprehension from a variety of materials, journalistic as well as literary, progressing from excerpted to unabridged works.

    - Uses word form clues to discriminate meaning
    - Develops high speed recognition responses (reading for comprehension of ideas rather than for individual word or sentence meaning)

2. The student reads independently selections of his/her choice in addition to the required reading.

3. The student analyzes various literary forms (poetry, drama, novel), identifying and describing the stylistic features.

Writing Objectives

1. The student writes directed as well as creative selections.
    - Experiments with various styles of writing such as narratives, descriptions, personal essays, exposition, and argumentation.
2. The student observes the conventions which distinguish formal writing from informal spoken language.
3. The student writes personal and formal letters.

French V (5150)
Section B
September 3, 1974

Note: The following concepts and grammatical principles are presented in units 37 through 44 of the ALM text. These are minimal requirements.

- review of Levels I, II, III, IV concepts and grammatical principles
- review of negative forms, adjectives, and interrogative forms and inversion
- uses and position of personal pronouns
- disjunctive and relative pronouns
- formation and uses of the passive
- the conditional tenses
- uses of the future and past tenses
- uses of the subjunctive
- passé composé vs imperfect
- verbs: transitive or intransitive

Optional Level V Content

Note: If possible, attempt to incorporate part of the following material into Level V:

- selected short stories
- selected poems
- selected plays
- selected novels
- business letter writing

GERMAN

German I (5210)
Section B
September 3, 1974

Listening Objectives

1. The student recognizes aurally the basic sound system and intonation patterns of the foreign language.

   - Differentiates immediately between the sounds when presented with a battery of English and German sounds
   - Recognizes syllabification and stress
   - Distinguishes German intonation and inflection from that found in English
   - Distinguishes between interrogative and declarative statements

2. The student develops, by practice, auditory memory (recalls and understands the meaningful recombinations of German sounds in words and thought groups).

   - Understands and recalls material previously learned in dialogs, drills, and exercises
   - Identifies objects or persons from oral description
   - Responds to oral commands and directions

Speaking Objectives

1. The student imitates and then reproduces the basic sounds of German with near native pronunciation.

   - Reproduces the basic sounds in isolation, minimal pairs, words, and sentences
   - Displays acceptable pronunciation while reading aloud, in unison and individually

2. The student demonstrates comprehension of the German Level I content by oral descriptions and interaction in a conversational situation.

   - Identifies and describes pictures, objects, and persons
   - Answers questions indicating comprehension
   - Formulates questions from a given answer
   - Engages in short dialogs and oral descriptions stemming from subjects in basic textual materials

Reading Objective

The student reads and comprehends selections emphasizing newly acquired vocabulary and structures.

- Reads material learned audio-lingually
- Progresses from basic dialogues to selections containing recombined vocabulary and structure
- Deduces the meaning of cognates
- Answers questions based on reading material

Writing Objectives

1. The student writes correctly familiar vocabulary.

2. The student writes material which has been mastered audio-lingually.

3. The student writes correctly familiar material as dictated.

Grammar Objectives

1. The student recognizes the structural elements of a simple sentence in German.

2. The student recognizes and manipulates syntactical relationships of German Level One content.

   - Engages in structural substitutions (agreement of adjectives, gender, pronoun substitution, and verb person, number, and tense)

Culture Objectives

1. The student demonstrates understanding of the influences of the German culture on that of America.

   - States the principal countries in which German is spoken
   - Names the early explorers and areas of settlements
   - Describes the influence on the American heritage as reflected in the English language and social customs

2. The student identifies basic facts about the geography and economy of Germany

   - Cites general information concerning the origin of countries, flag, motto, and capital city
   - Describes physical geography
   - Lists principal cities and cultural subdivisions
   - Manipulates the currency
   - Compares and contrasts the metric system with the American system of measurement

3. The student reflects understanding of some aspects of the German way of life.

   - Examines significant social and religious customs
   - Identifies principal sports, holidays, and leisure activities
   - Investigates, prepares, and samples cuisine

German I (5210)
Section B
September 3, 1974

German Level I Content

Note: The following concepts and grammatical principles are presented in units 1 through 10 of the ALM text. These are minimal requirements for successful progression into Level II.

1. alphabet, syllabification, and stress
2. concept of gender and number
3. concept and usage of the nominative case
4. concept and usage of the accusative case
5. word order (dependent versus independent clauses)
6. general greetings
7. basic interrogative expressions
8. cardinal numbers
9. regular verbs in the present tense
10. irregular verbs in the present tense (i.e. sein, haben, möchten)
11. verbs with a stem-vowel change in the present tense
12. verbs with a separable prefix
13. simple negation
14. idiomatic expressions
15. conjunctions
16. definite/indefinite articles
17. possessive determiners and negative determiner
18. agreement of adjectives
19. familiar versus formal address
20. pronouns (personal and interrogative)
21. prepositions with the accusative case
22. commands (formal, familiar singular, familiar plural, inclusive, and suggestive)
23. plurals of nouns
24. nouns with an ending in the accusative singular
25. diminuitive/augmentative suffixes (-in, -chen, -lein)
26. simple time/weather expressions

German Level I Optional Content

Note: Many teachers have expressed concern that the grammatical content in Level Two is excessive; therefore, if possible, attempt to incorporate part of this grammatical material into Level I.

1. concept and usage of the dative case with definite and indefinite articles
2. the dative case forms for personal pronouns
3. the dative case forms of the possessive determiners
4. verbs that take the dative case (i.e., helfen, folgen, danken)

Listening Objectives

1. The student demonstrates proficiency in recognition and discrimination of the German sound system.

   - Differentiates immediately between the sounds when presented with a battery of English and German sounds
   - Recognizes syllabification and German sounds
   - Distinguishes German inflection and intonation from that of English
   - Continues to practice exercises using minimal pairs, word groups, and incomplete sentences

2. The student comprehends German as spoken in a conversational situation.

   - Recalls material previously drilled audio-lingually
   - Incorporates newly acquired material in a variety of listening situations
   - Identifies meaning inferred from context

Speaking Objectives

1. The student displays facility wit the German sound system.

   - Reproduces and refines the basic sounds
   - Models the sound system from structures acquired in basic materials
   - Displays correct pronunciation and intonation while reading aloud familiar passages

2. The student begins to generate his/her own communicative ideas.

   - Identifies and describes items in isolation and in situations
   - Answers questions indicating comprehension
   - Makes appropriate verbal responses to oral commands
   - Formulates questions from a given answer
   - Engages in short dialogues and oral descriptions based on controlled structures and vocabulary
   - Recombines familiar material on specific topics

Reading Objective

The student reads and comprehends increasingly difficult selections which emphasize newly acquired vocabulary and structures.

- Expands vocabulary through use of cognates, antonyms, synonyms, prefixes, suffixes, and roots
- Answers oral and/or written questions based on reading selections
- Summarizes and describes orally the salient ideas of a reading selection

German II (5220)
Section B
September 3, 1974

Writing Objectives

1. The student writes correctly familiar vocabulary.
2. The student writes exercises which involve patterns, dictations, descriptions, and free responses based on materials already studied.
3. The student begins directed composition based on controlled structures.

Grammar Objectives

1. The student recognizes the structural elements of a sentence in German.
2. The student manipulates syntactical relationships of the German Level II content.

Culture Objectives

1. The student identifies distinctive features of Germany.
    - Names places of interest, famous cities, buildings, and monuments
    - Notes provincial differences
    - Recognizes the influence of geographical features on the architecture
2. The student exhibits familiarity with the principal personages and outstanding events of German history.
3. The student reveals insights into the way of life of the German culture.
    - Compares and contrasts the educational institutions of Germany with those of the U.S.
    - Examines significant holidays, customs, and way of dress
    - Investigates, prepares, and samples cuisine
    - Identifies principal composers
    - Examines the system of names

German II (5220)
Section B
September 3, 1974

German Level II Content

Note: The following concepts and grammatical principles are presented in units 11 through 20 of the ALM text. These are minimal requirements for successful progression into Level III.

1. review of concepts and grammatical principles of Level I
2. present tense and command forms for verbs ending in "-eln," "-ern," and "-nen"
3. nouns with an ending in the accusative singular
4. modals
5. werden and the future tense
6. affirmative answer to a negative command
7. the dative case
8. verbs with a direct object in the dative case
9. prepositions with the dative case
10. usage of the verb 'gefallen'
11. conversational past tense with strong and weak verbs
12. past participles in dependent clauses
13. adjectives not preceded by a determiner
14. adjectives preceded by a definite article or a "dieser" word or by an "ein" word
15. simple or narrative past of modals and irregular verbs
16. use of articles and words denoting nationality
17. concept of the genitive case showing possession
18. more conjunctions
19. simple or narrative past of strong and weak verbs
20. two-way prepositions
21. da-compounds
22. wo-compounds

Optional German Level II Content

Note: If possible attempt to incorporate the following grammatical material in level II.

1. reflexive pronouns
2. reflexive verbs
3. concept and usage of the genitive case
4. prepositions taking the genitive case
5. comparative and superlative degree of adjectives and adverbs
6. comparative and superlative degree of adjectives before nouns

German III (5230)
Section B
September 3, 1974

Listening Objectives

1. The student comprehends presentations in a classroom where only German is spoken.

2. The student demonstrates adeptness in comprehending complex structures and diversified material.

    - Understands German spoken at a progressively increasing rate of speed
    - Incorporates newly acquired material in a variety of of listening situations

Speaking Objectives

1. The student displays control of the German sound system, while speaking and reading aloud.

2. The student communicates orally on a variety of topics.

    - Formulates and answers questions on a variety of topics
    - Summarizes important ideas from reading selections
    - Discusses reading selections and their relevant ideas
    - Makes oral presentations employing newly acquired structures and vocabulary
    - Presents skits and dialogs

Reading Objectives

1. The student recognizes word relationships and associates them with meaning.

2. The student reads and comprehends increasingly difficult selections.

    - Answers questions based on the reading selections
    - Summarizes the significant ideas found in the reading

3. The student relates pertinent ideas from the reading to everyday situations.

Writing Objectives

1. The student writes material and ideas which he/she can express orally.

    - Writes dialogues, dictations, exercises on the reading, and reports

2. The student writes directed composition based on controlled structures.

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German III (5230)
Section B
September 3, 1974

Grammar Objective

The student recognizes and manipulates the syntactical relationships of the German Level III content.

Vocabulary Objective

The student masters vocabulary and idioms that occur frequently.

- Practices exercises with synonyms, antonyms, and idioms
- Infers meaning of new words related to words with which he/she is already familiar
- Interrelates new vocabulary and idioms within different contexts

Culture Objective

1. The student indicates knowledge of important pre-twentieth century historical periods and great personalities of Germany.

    - Identifies outstanding personalities
    - Names early invaders
    - Lists empires
    - Notes areas of colonization
    - Examines reigns, wars, and their respective causes and effects

2. The student identifies outstanding personages and their respective contributions to science and technology.

3. The student displays knowledge of selected works of art and the following schools of painting: classic, romantic, impressionistic, post-impressionistic, and cubist.

4. The student identifies the Romanesque and Gothic architectural styles found in Germany.

German III (5230)
Section B
September 3, 1974

German Level III Content

Note: The following concepts and grammatical principles are presented in units 21 through 28 of the ALM text. These are minimal requirements for successful progression into level IV.

1. reflexive pronouns
2. reflexive verbs
3. comparative and superlative degree of adjectives and adverbs
4. equal and unequal comparisons
5. comparative and superlative degree of adjectives before nouns
6. usage of the genitive case
7. prepositions taking the genitive
8. time expressions in the genitive case
9. the interrogative pronoun "wessen"
10. relative pronouns and clauses
11. "was" and "wo" compounds in relative clauses
12. perfect forms of modals and of the verbs: helfen, hören, lassen, sehen

Optional German Level III Content

Note: If possible, attempt to incorporate part of this grammatical material into level III.

1. "werden" plus the past participle
2. substitutes for "werden" and the participle construction
3. introduction of the quotative subjunctive
4. personal letter writing

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Listening Objectives

1. The student exhibits complete aural comprehension in a classroom where only German is spoken.

2. The student comprehends with ease sustained conversations and lectures.

3. The student grasps the central ideas of an educated foreign individual who speaks at a normal conversational speed on a familiar topic.

4. The student recognizes various subtleties and moods of spoken German.

Speaking Objectives

1. The student approaches mastery of the German sound system while speaking and reading aloud.

2. The student communicates orally with pronunciation and intonation acceptable to a native, with grammatical accuracy, and with some fluency.

    - Formulates and answers questions indicating comprehension.
    - Summarizes principal ideas of reading selections, films and recordings.
    - Discusses reading selections and relevant ideas.
    - Relates pertinent ideas from the reading to everyday situations.
    - Participates in a conversation or group discussion on various topics.
    - Practices German social courtesies while participating in discussions.
    - Presents skits, dialogues, and reports.

Reading Objectives

The student reads with direct comprehension a variety of materials, journalistic as well as literary, progressing from excerpted to unabridged works.

- Reads independently selections of his/her choice in addition to the required reading.
- Uses word form clues (prefixes, suffixes, roots) to discriminate meaning.
- Develops high speed recognition response (reading for comprehension of ideas rather than for individual word or sentence meaning).

Writing Objectives

1. The student writes that which he/she can express orally.

2. The student writes directed as well as creative selections.

    - Writes directed compositions based on controlled structures.
    - Writes independently about feelings and about real and imaginary experiences.

3. The student writes personal letters.

Grammar Objective

The student recognizes and manipulates the syntactical relationships of the German Level IV content.

Vocabulary Objective

The student masters vocabulary and idioms which occur frequently.

- Practices exercises with synonyms, antonyms, and idioms
- Defines given vocabulary in German
- Infers meaning of new words related to words with which he/she is already familiar
- Interrelates new vocabulary and idioms within different contexts

Culture Objective

1. The students and teacher organize a meaningful program of culture study based on twentieth century society. Some suggested areas of study include the following:
    a. International and domestic situation
    b. New role of women and youth in society
    c. Increasing influence of the media
    d. Changing role of the government concerning health, education, and welfare.

2. The student identifies outstanding performers, sculptors, and composers and their respective influences.

3. The student discusses the principles and workings of the government: the structure (legislative, executive, judicial), the political subdivisions, the role of the citizenry, and the constitution.

Level IV Content

1. "werden" and the past participle
2. substitutes for "werden" and the past participle construction
3. simple quotative forms of haben and of weak and strong verbs
4. simple quotative forms of modals and of "wissen, werden, and sein"
5. compound quotative form
6. indirect questions and statements
7. some other uses of the subjunctive
8. anticipatory da-compounds
9. indefinite personal pronouns
10. "es" as the grammatical subject
11. "um, ohne, anstatt" with "zu" and "damit"
12. "um zu" and "damit"
13. "der" and "dieser" words as demonstrative pronouns
14. possessive pronouns
15. adverbs and related adjectives
16. the relative pronoun "wer"
17. participial constructions for relative clauses

German IV (5240)
Section B
September 3, 1974

Level IV - Optional Content

If possible, attempt to incorporate part of the following material into Level IV:

- formal letter writing
- selected short stories
- selected poems
- selected play
- selected novel

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ITALIAN

Italian program is being prepared

RUSSIAN

Russian program is being prepared

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SPANISH

Spanish I (5510)
Section B
September 3, 1974

Listening Objectives

1. The student recognizes aurally the basic sound system and intonation patterns of the Spanish language.

    - differentiates immediately between the sounds when presented with a battery of English and Spanish sounds
    - recognizes syllabification and stress
    - distinguishes Spanish inflection and intonation from that found in English

2. The student develops, by practice, auditory memory (recalls and understands meaningful combinations of foreign sounds in words and thought groups)

    - understands and recalls material previously learned in dialogs, drills, and exercises

Speaking Objectives

1. The student reproduces the basic sounds with pronunciation understandable to a native speaker.

    - reproduces the basic sounds in isolation, minimal pairs, words, and in sentences
    - imitates the teacher and recordings

2. The student demonstrates comprehension of Spanish level I content by oral descriptions and by interaction in a conversational situation.

    - identifies and describes pictures, objects, and persons
    - answers questions indicating comprehension
    - formulates questions from given answers
    - engages in short dialogs and oral descriptions stemming from subjects in basic textual materials

Reading Objective

The student reads and comprehends selections emphasizing newly acquired vocabulary and structures.

- reads aloud, in unison and individually, familiar materials
- progresses from reproducing patterns to recombining patterns
- reads dialogs previously practiced orally
- deduces meanings of cognates
- answers questions based on reading material

Writing Objective

The student writes those exercises mastered audio-lingually, those dictated, and those practiced in class.

- writes correctly familiar vocabulary
- writes guided answers to dialog and narrative questions
- writes correctly familiar material as dictated

Grammar Objectives

1. The student recognizes the structural elements of a simple sentence in Spanish.

2. The student recognizes and manipulates syntactical relationships of the Spanish level I content.

Culture Objective

The student develops an awareness of the foreign culture in a selection of the following areas:

a. imported products
b. influence of Spanish on the English language
c. influence of the foreign people on American heritage
d. social and religious customs
e. sports
f. holidays and leisure activities
g. cuisine
h. geography
i. flag, motto, national anthem of the various Spanish-speaking countries

Spanish Level One Content

a. alphabet and syllabification and stress
b. general greetings
c. general interrogative expressions
d. numbers: cardinal and ordinal
e. pronouns: subject, demonstrative, indirect object, prepositional
f. regular -ar, -er, and -ir verbs
g. irregular verbs in the present tense
h. stem-changing verbs in the present tense
i. present perfect tense
j. *ir* + *a* + infinitive
k. *acabar de* + infinitive
l. usages of *ser* and *estar*
m. usages of *conocer* and *saber*

Grammar Content continued

n. simple negation
o. familiar vs. formal address
p. basic idioms
q. number and gender
r. definite and indefinite articles and special uses
s. contractions with *al* and *del*
t. possession with *de*
u. prepositions
v. personal "a"
w. usage, formation and position of adjectives
x. past participles as adjectives
y. diminutive and augmentative suffixes
z. time and simple weather expressions

Listening Objectives

1. The student demonstrates proficiency in recognition and discrimination of the Spanish sound system.

   - differentiates immediately between the sounds when presented with a battery of English and Spanish sounds
   - recognizes syllabification and stress
   - distinguishes Spanish inflection and intonation from that found in English
   - continues to practice exercises using minimal pairs, words, monologs and incomplete sentences

2. The student understands spoken Spanish as used in the classroom.

   - listens to appropriate tapes, records and films
   - listens to short stories, descriptions, songs, commands and directions given by the teacher or students
   - listens to selected materials and then identifies the meaning inferred from context.

Speaking Objectives

1. The student displays facility with the Spanish sound system.

   - reproduces and refines the basic sounds from new structures acquired in basic materials

2. The student begins to generate his/her own communicative ideas based on controlled structures and vocabulary from Spanish I and II content.

   - makes appropriate verbal responses to oral commands
   - participates in dialogs about familiar situations
   - recounts familiar incidents
   - recombines familiar material as presented in pattern drills and exercises

Reading Objective

The student reads and studies increasingly difficult selections which emphasize newly acquired vocabulary and structures.

- reads aloud and silently familiar material
- expands vocabulary through use of cognates, antonyms, synonyms, prefixes, suffixes and roots
- based on material read, arrives at conclusions through deductive reasoning

Writing Objectives

1. The student writes exercises which involve patterns, dictations, descriptions, and free responses based on materials already studied.

2. The student now begins directed composition based on controlled structures.

   - rewrites a simple narrative reinforcing structures taught

Grammar Objective

The student recognizes the structural elements in and manipulates the syntactical relationships of a sentence based on level II content.

Culture Objective

The student demonstrates an understanding of the way of life of the foreign culture in a selection of the following areas:

a. influence of geography on life styles
b. provincial and national differences
c. social customs
d. dress
e. system of names
f. avocations/vocation
g. education
h. dialects
i. music
j. historical highlights
k. architectural styles
l. famous cities and places of interest
m. buildings and monuments
n. metric system

Spanish Level II Content

a. stem-changing verbs in the present indicative, e-i, ir verbs
b. irregular verbs in the present indicative
c. present progressive tense
d. more about negation
e. possessive adjectives, long and short forms
f. direct and indirect object pronouns, sequence, use and position
g. generic use of the definite article
h. irregular past participle
i. nominalization
j. use and formation of reflexive pronouns and verbs
k. comparatives and superlatives
l. regular, irregular, stem-changing preterite verbs
m. regular and irregular verbs-- imperfect tense
n. preterite vs. imperfect-- usage
o. prepositions por and para
p. compound verbal constructions in the past
q. demonstrative aquel and neuter aquello adjectives
r. nominalization with lo
s. regular affirmative familiar commands
t. stem-changing present participles e-i, o-u
u. se used impersonally
v. cardinal numbers 100--1,000,000,000
w. formation of adverbs

Spanish III (5530)
Section B
September 3, 1974

Listening Objective

The student demonstrates adeptness in comprehending longer and more complex structures and diversified material as presented at an increased rate.

- incorporates newly acquired material in a variety of listening situations
- comprehends classroom presentations in a totally Spanish environment
- recognizes all of the basic syntactical patterns of speech
- discriminates between time concepts as represented by verb forms

Speaking Objectives

1. The student displays control of the Spanish sound system.

2. The student summarizes, asks about, and answers questions on familiar material.

   - discusses reading selections and relevant ideas
   - makes oral presentations employing newly acquired vocabulary and structures
   - gives correct oral rejoinders to cues
   - produces longer and more complex expressions

Reading Objectives

1. The student recognizes word relationships and associates them with meaning.

2. The student reads aloud and/or silently with comprehension selections of unfamiliar material written in an uncomplicated style using the basic text and supplementary materials.

   - develops passive vocabulary
   - summarizes the salient ideas found in the reading

3. The student relates pertinent ideas from the reading to everyday situations.

Writing Objectives

1. The student writes material and ideas which he/she can express orally.

   - writes dialogs, dictations, exercises on the reading and reports

2. The student writes uncomplicated Spanish sentences in simple combinations, free from Anglicisms, making use of an expanding active vocabulary and knowledge of structure.

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Spanish III (5530)
Section B
September 3, 1974

Grammar Objective

The student recognizes and manipulates the syntactical relationships of Spanish level III content.

Culture Objective

The student displays knowledge of pre-twentieth century history of Spain and Latin America in a selection of the following areas:

a. historical personalities and periods
b. scientific personalities and their contributions
c. artists and schools of painting
d. composers and musical works

Spanish Level Three Content

a. formal and familiar commands: affirmative and negative
b. indirect commands
c. present subjunctive: forms and usage
d. position of object pronouns with commands
e. relative pronouns and *donde*
f. *hacer* and expressions of time
g. *que* and *como* in exclamatory phrases
h. irregular and regular conditional tense
i. irregular and regular future tense
j. past subjunctive: forms and usage
k. indicative and subjunctive in *si* clauses
l. *se* and indirect object pronoun

Spanish IV (5540)
Section B
September 3, 1974

Listening Objective

The student understands new material which incorporates familiar as well as recognizable vocabulary as presented by a native at a conversational speed.

- listens to long passages recalling details in logical sequence
- listens to varying dialects
- recognizes various subtleties and moods as conveyed by spoken Spanish

Speaking Objectives

1. The student approaches mastery of the Spanish sound system.

2. The student describes, summarizes, explains and discusses any basic subject matter comparable in difficulty to that which he/she has learned.

   - expresses ideas using complete sentences and pronouncing correctly and distinctly
   - practices Spanish and Latin American social courtesies while participating in discussions
   - summarizes orally the main ideas found in reading selections, films, news media, and recordings
   - presents skits, dialogs and oral reports

Reading Objective

1. The student practices independent reading from the basic text and from a variety of supplementary materials developing an understanding without translation or reference to English.

   - reads longer and more varied selections of greater difficulty than those found in level III
     (novels, plays, poems, essays, biographies, songs, magazine and newspaper articles)
   - develops high speed recognition response (reading for comprehension of ideas rather than for individual word or sentence meaning)
     - reads ahead to identify the word in total context
     - applies word-form clues (prefixes, suffixes, etc.) to discriminate words of similar form

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Writing Objective

1. The student writes directed as well as creative selections.

   - expresses in writing with clarity, completeness, and accuracy
   - writes independently about experiences, feelings, and imaginative ideas
   - writes letters

Grammar Objective

The student continues to expand and to refine grammatical concepts and structures as found in the Spanish level IV content,

Culture Objective

The student and teacher organize a meaningful program of culture study based on twentieth century society.

Some suggested areas of study include the following:

a. position of women in society
b. role of youth in society
c. position of the Church and social change
d. role of communication
e. arts in the twentieth century (composers, painters, performers poets, authors)

Spanish Level IV Content

Continuation of usage of the following:

a. present and past subjunctive
b. nominalization
c. relative pronouns
d. object pronoun
e. past participle
f. reflexive pronoun
g. definite article

Presentation of the following:

a. the construction of *haber* + *de* + infinitive
b. *vosotros*: formation and usage
c. perfect tenses: indicative and subjunctive
d. future and conditional of probability

Spanish V (5550)
Section B
September 3, 1974

Listening Objectives

1. The student understands an educated native person who speaks at normal conversational speed and uses a wide range of vocabulary and syntactic patterns of varying complexity.

    - Listens to radio and T.V. programs
    - Attends movies intended for native audiences
    - Listens to visiting native speakers
    - Listens to cultural explanations and descriptions in art galleries and museums (such as the program offered in French and Spanish at the Smithsonian Institute)

2. The student demonstrates adeptness in comprehension of sustained conversations and lectures.

    - Listens to selected passages for the purpose of dictation
    - Listens for the purpose of taking notes

3. The student recognizes subtleties and moods of spoken Spanish.

4. The student exhibits complete aural comprehension in a classroom where only Spanish is spoken.

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Speaking Objectives

1. Utilizing a pronunciation and intonation acceptable to a native speaker, the student converses with a reasonable degree of fluency and grammatical accuracy, using appropriate vocabulary, either in a sustained talk on a familiar subject or as a participant in a conversation or on an extemporaneous topic.

   - Summarizes principal ideas of the reading selections, lectures, films and recordings
   - Discusses reading selections and their relevant ideas
   - Participates in a conversation or group discussion on various topics
   - Practices Spanish social courtesies while participating in discussions
   - Presents skits, dialogs, and reports
   - Participates in a telephone conversation, group discussions and debates

2. The student begins to speak without direct translation from English to Spanish as evidenced by his/her appropriate usage of syntax, vocabulary, and idioms.

Spanish V (5550)
Section B
September 3, 1974

Reading Objectives

I. The student directly comprehends a variety of reading material, journalistic as well as literary, relating selections to his/her own experiences and giving imaginative answers to a variety of questions.

- Uses word from clues to discriminate meaning
- Distinguishes words essential to his/her comprehension
- Develops high speed recognition response (reading for comprehension of ideas rather than for individual word or sentence meaning)

2. The student analyzes various literary forms (poetry, drama, novel) (Identifying and describing the stylistic patterns)

Writing Objectives

1. The student writes descriptions, essays, narrations compositions, expositions, and argumentations based on familiar material and topics of interest.

- Experiments with various styles of writing
- Writes personal, formal, and business letters

2. The student observes the conventions which distinguish formal writing from informal spoken language.

Grammar Objective

The student systematically reviews and acquires a knowledge of more sophisticated syntactical relationships.

Spanish V (5550)
Section B
September 3, 1974

Cultural Objective

The students and teacher organize a meaningful program of culture study.

Some suggested areas of study include:

a. Write newspaper articles and publish a newspaper in Spanish
b. Study in depth the ancient cultures and ruins of the Maya, Aztec amd Inca
c. Produce a movie (such as a travel film-- have students make a tape to go along with the film)
d. Study in depth the biography of a famous Spaniard or Latin American
e. Study the outstanding literature of Spain and South America

- Generation of '98-- Unamuno
- Sombrero de Tres Picos
- Siglo Veinte
- Cinco Maestros (five author anthology)
- Solar Hispanico
- Short stories of Mario Vargas Llosa
- Cuentos del Sud (anthology of short stories from southern South America)
- El Tunel-- Ernesto Sabato
- Bodas de Sangre
- Muerte en el Barrio
- Yerma

GREEK

Greek
Section B
September 3, 1974

- I. Content of Greek I
  - A. Grammatical Forms
    - 1. Nouns
      - a. A--Declensions--Feminine, Masculine, and Contract Nouns
      - b. O--Declensions--Masculines, Neuters, Contract Nouns
      - c. Consonant Declension--π--Mute and K-mute Stems
        - τ - Mute Stems
        - Liquid Stems
        - Syncopated Liquid Stems
        - Stems in σ
        - Stems in ι and υ
        - Stems in a Diphthong
    - 2. Adjectives
      - a. A--and O--Declension
      - b. Consonant and A--Declension
      - c. Consonant Declension
      - d. Irregular Declension
      - e. Regular and Irregular Comparison of Adjectives
      - f. Possessive Adjectives and their uses
      - g. The Definite Article
    - 3. Pronouns
      - a. Personal and Intensive
      - b. Reflexive
      - c. Reciprocal
      - d. Demonstrative
      - e. Interrogative
      - f. Indefinite
      - g. Relative
    - 4. Verbs--Active, Passive, and Middle Voices, Indicative, Subjunctive, Optative, and Imperative of
      - a. ω - Verbs
      - b. Liquid Verbs
      - c. Mute Verbs
      - d. Contract Verbs
      - e. MI Verbs
      - f. Irregular Verbs - and the tenses of each voice
      - g. Infinitives
      - h. Participles of all above type verbs
      - i. Imperatives
    - 5. Adverbs
      - a. Regular Comparison of adverbs
      - b. Irregular Comparison of adverbs
  - B. Syntax
    - 1. Nominative
      - a. Subject
      - b. Predicate noun

2. Genitive
   a. Possession
   b. Partitive
   c. Material
   d. Measure
   e. Price or value
   f. Time within which
   g. Place from which
   h. Source
   i. Comparison
   j. Agency
   k. Absolute

3. Dative
   a. Indirect Object
   b. Reference
   c. Possession
   d. Agency
   e. Association
   f. Means
   g. Cause
   h. Manner
   i. Degree of difference
   j. Place where
   k. Time when
   l. With adjectives

4. Accusative
   a. Direct object
   b. Cognate object
   c. Adverbial modifier
   d. Respect
   e. Place to which
   f. Extent of time or space
   g. Subject of an infinitive
   h. Some verbs take two accusatives

5. Vocative
   a. Person addressed

VERBS

6. Uses of Indicative, Subjunctive, Optative, and Imperative Moods

7. Uses of the Infinitives and Participles

8. Tense Uses
   a. Present
   b. Imperfect
   c. Aorist
   d. Perfect
   e. Future

C. Translation
   1. Greek stories dealing with Greek culture
   2. Greek exercises into English
   3. English exercises into Greek

D. Vocabulary enrichment
    1. Mastery of vocabulary in word lists
    2. Applying recognition of English derivatives in learning Greek vocabulary.

E. Reading and discussion of books dealing with aspects of Greek culture and its influence on the modern world.

F. Movies, filmstrips, and student research reports on Greek daily life and Greek history.

II. Content of Greek II
    A. General Review of Greek I Forms
    B. Translation of Xenophon's Anabacis
    C. Concentration of Greek history through movies, filmstrips, student reports, and teacher lectures.

III. Content of Greek III
    A. Translation of Homer's Iliad
    B. Study of Greek poetry and drama (comedy and tragedy) through movies, student research reports, and teacher lectures.
    C. Oral reading of Greek poetry and drama in Greek for the sound and style of the poet and dramatist.

LATIN

The Scott Foresman edition of *Using Latin*, Books I and II, the Macmillan Company's edition of *Latin for Americans*, Book III, and the Allyn and Bacon edition of *Fourth Year Latin* are the approved texts presently being used in the Fairfax County Public Schools. Since there is no designated text for level five Latin, teachers are encouraged to make use of the suggested areas of study and to develop a program geared to individual students' interests, abilities, and needs.

The overall purpose of this program of studies is to inform the citizenry about the rationale of the foreign language curriculum in Fairfax County and to present guidelines for teachers. If this program of studies is to be successful, teacher input is of paramount importance. It is necessary for its feasibility, practicality, and helpfulness to be made known. In addition, possible methods for implementing these objectives, or strategies, must be constantly uppermost in the thoughts of teachers.

Latin I (5310)
Section B
September 3, 1974

Course Description

A general orientation to the essential elements of Latin pronunciation and intonation introduces the student to the oral skill necessary to read aloud Latin passages that have been modified for direct comprehension without actual translation into English. Student awareness of the dependent relationship of English to Latin is sharpened by vocabulary-building and word derivation. Points of grammar are acquired through a study of syntax and a variety of drills. The writing skill is developed by composition of simple sentences and paragraphs based on previously read material. Topics for culture study include: a general introduction to the Latin language and archaeology; the geography of Italy; the religion of the Greeks and Romans; the development and extent of the Roman Empire; streets, roads, and water supply; Roman education; houses; food; dress; industries; and Roman entertainment.

Speaking Objectives:

The student grasps the essential elements of Latin pronunciation, syllabification, and accent in individual words and in thought groups.

Vocabulary Objectives:

1. The student studies lists of vocabulary, recognizing that a Latin word may have more than one meaning and that it should be used in the most appropriate context.

2. The student associates a given Latin word with English derivatives and identifies the Latin root for selected English words.

3. The student recognizes Latin words found in the English language without change.

Reading Objectives:

1. The student reads for comprehension selections which emphasize newly acquired vocabulary and structures.

2. The student translates from Latin into English selections which emphasize newly acquired vocabulary and structure.

Syntax Objective:

The student analyzes a passage for content and for the identification and meaning of words, forms, and syntactical principles.

Writing Objectives:

1. The student rewrites a variety of simple Latin sentences from a given model.

2. The student translates from English into Latin simple sentences involving specific inflectional forms and syntactical principles.

Cultural Objective:

The student demonstrates an understanding of the following aspects of Roman culture:

a. the general introduction to the Latin language
b. the geography of Italy (capital, important cities, rivers, mountains, subdivisions, etc.)

c. the Roman house, its parts, furnishings, and decorations
d. Roman food and meals
e. Greek and Roman religion/mythology
f. Roman education
g. Roman dress
h. the Roman economy (commerce and industry)
i. Roman entertainment (baths, theaters, circuses, gladiatorial combats)
j. archaeology
k. introduction to early Roman history (i.e., legendary heroes, the Pyrrhic wars, the Twelve Tables, the Founding of Rome).
l. the influence of the Graeco-Roman civilization on modern civilizations

Latin I (5310)
Section B
September 3, 1974

Grammar Objective:

The student demonstrates an understanding of the following points of grammar:

1. concept and usage of the five cases in Latin
2. the subject
3. the predicate nominative
4. the predicate adjective
5. the possessive genitive
6. the genitive of the whole/partitive genitive
7. the indirect object
8. dative with special adjectives
9. the direct object
10. the accusative of place-to/which
11. the accusative of duration of time and extent of space
12. the ablative of place where
13. the ablative of place-from/which
14. the ablative of time-when
15. the ablative of means or instrument
16. the ablative of manner
17. the ablative of accompaniment
18. prepositions
19. conjunctions
20. appositives
21. subject/verb agreement
22. agreement of adjectives
23. locative
24. vocative
25. imperatives: negative and affirmative
26. "ne", "nonne", and "num" indicating questions
27. complementary infinitive
28. objective infinitive
29. the positive, comparative, and superlative degree of second-declension and irregular adjectives.
30. 3 declensions of nouns (1st, 2nd, 3rd, and 3rd i-stem nouns)
31. the verbs "sum" and "possum"
32. all conjugations of verbs (1st, 2nd, 3rd, 3rd IO and 4th)
33. the six tenses in the active voice (present, imperfect, future, perfect, pluperfect, future perfect)
34. cardinal and ordinal numbers up through ten
35. the personal pronouns
36. the demonstrative pronoun/adjectives: "is, ea, id";
    "hic, haec, hoc";
    "ille, illa, illud"
37. the reflexive adjective: "suus, a, um"
38. the reflexive pronouns
39. the relative pronouns
40. the interrogative pronouns

Latin II (5320)
Section B
September 3, 1974

Course Description

Emphasis on oral work is continued to develop correct Latin pronunciation and intonation in the reading aloud of original works by Roman authors. The student learns additional vocabulary and new points of grammar which facilitate his/her manipulation of more difficult structures when writing sentences and paragraphs in Latin. Topics for culture study include: Pompeian life; the Punic Wars; the origin and development of Carthage; the political, private, and military life of Julius Caesar; the life and customs of the Gauls; and the Roman forum.

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Latin II (5320)
Section B
September 3, 1974

Speaking Objective

The student uses correct Latin pronunciation and intonation in reading aloud any prose passage comparable in difficulty to previously studied material.

Vocabulary Objective

1. The student learns selected vocabulary, paying close attention to shades of meaning, connotations, and implications.
2. The student continues to examine Latin words for possible English derivatives and English words for Latin roots.

Reading Objective

1. The student reads for comprehension Latin excerpts from a study of Pompeian Life, the Punic Wars, and Caesar's Gallic War Commentaries, all of which emphasize newly acquired vocabulary and structures.

2. The student translates from Latin into good, idiomatic English selections from a unit on Pompeian Life, the Punic Wars, and Caesar's Gallic War Commentaries.

Syntax Objective

The student analyzes a passage for content and for the identification and meaning of words, forms, and more sophisticated grammatical concepts.

Writing Objective

1. The student writes exercises which involve patterns, dictations, and descriptions.
2. The student translates from English into Latin sentences which emphasize recently learned vocabulary and points of grammar.
3. The student now begins directed composition in Latin based on controlled vocabulary and structures.

Culture Objective

The student displays an awareness of Roman society in the following areas:

1. A study of Pompeian life and the eruption of Mt. Vesuvius
2. Famous personalities and events in Roman history (i.e.: the Gracchi, Cincinnatus, Mucius Scaevola, Horatius Cocles, Lucretia, the Founding of Rome, etc.)
3. The Punic Wars: an English study of the causes, effects, major battles, and outstanding personalities of the wars
4. Carthage: its origin and development
5. Roman society
6. The political and private life of Julius Caesar

7. Roman military affairs (weapons, military strategy, composition of army)
8. The geography of Gaul
9. The customs and religious beliefs of the Gauls and Britons

Grammar Objective

The student shows adeptness in the following areas:

1. review of the level one grammar
2. concept and usage of 3rd declension adjectives
3. positive, comparative, and superlative degrees of 3rd declension adjectives
4. regular and irregular comparison of adverbs
5. "mille" and "milia"
6. the passive voice in all six tenses (present, imperfect, future, perfect, pluperfect, future perfect)
7. conjugation of "eo" and its compounds
8. "volo, nolo, malo"
9. case endings for 4th and 5th declension nouns
10. the verb "fero"
11. the irregular verb "fio"
12. impersonal verbs
13. deponent and semi-deponent verbs
14. participles
15. infinitives
16. indirect statement
17. objective genitive
18. genitive case used with deponent verbs (i.e., reminiscor, obliviscor)
19. genitive of description
20. double dative (dative of purpose and dative of reference)
21. dative of agent
22. dative of possession
23. dative with special or compound verbs
24. ablative absolute
25. ablative of description
26. ablative of personal agency
27. ablative of comparison
28. ablative of separation
29. ablative of accordance
30. ablative case used with certain deponent verbs (i.e., utor, fruor, fungor, potior, vescor)
31. ablative of cause
32. gerund
33. gerundive
34. active periphrastic
35. passive periphrastic
36. the simple condition
37. introduction to the concept of mood-- the indicative VS the subjunctive
38. the subjunctive in its four tenses
39. the sequence of tenses
40. the volitive subjunctive (hortatory and jussive)
41. purpose clauses
42. substantive clause of purpose (noun clause of desire)

43. relative clause of purpose
44. result clauses
45. substantive clause of result
46. the supine
47. cum causal clauses
48. cum circumstantial clauses
49. cum concessive clauses
50. substantive clauses with verbs of fearing
51. anticipatory subjunctive
52. negative clauses of doubt
53. indirect questions
54. cardinal and ordinal numbers above ten
55. clauses with verbs of hindering
56. subordinate clauses in indirect discourse

Latin III (5330)
Section B
September 3, 1974

Course Description

Selections from Pliny the Younger's Epistulae, Ovid's Metamorphoses, and Cicero's Orations Against Catiline are read and studied in detail for their literary, social, political and historical significance. Vocabulary and grammatical structures peculiar to each author are studied. A review of selected grammar points is accomplished through syntax and a variety of pattern drills. Background material to be examined includes: the lives and principal works of Pliny the Younger, Ovid, and Cicero; Roman social classes; the structure and workings of Roman government; mythology; the parts of an oration; the literary influence of Pliny, Ovid, and Cicero on later writers; and a study of Greek and Roman art and archaeology.

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Latin III (5330)
Section B
September 3, 1974

Speaking Objective

The student uses correct pronunciation and intonation in reading aloud any prose or poetry from the Latin III content.

Vocabulary Objective

The student learns selected vocabulary from the major works of Pliny the Younger, Ovid, and Cicero, paying close attention to the connotations of words, their proper usage, and their association with English derivatives.

Reading Objective

1. The student interprets the surface meaning of reading selections from Pliny the Younger, Ovid, and Cicero.

2. The student translates from Latin into good, idiomatic English selections from Pliny the Younger, Ovid, and Cicero, while attempting to stay as close as possible to the original Latin meaning.

Syntax Objective

The student analyzes the writings of Pliny the Younger, Ovid, and Cicero for the surface and underlying meaning of individual words and thought groups, for the identification of forms, and for the recognition of syntactical relationships.

Writing Objective

1. The student translates from English into Latin sentences which review vocabulary and those grammatical principles that have already been learned.

2. The student writes a paragraph in Latin based on familiar vocabulary and grammar.

3. The student writes a simple, original paragraph based on familiar material.

Culture Objective

The student examines the following cultural topics:

1. The lives and works of Pliny the Younger, Ovid, and Cicero
2. The major historical, political, social, and literary events during the lives of Cicero, Ovid, and Pliny the Younger
3. Review of mythology as dictated by Ovid's Metamorphoses
4. The poetic devices in Ovid's Metamorphoses.
5. The rhetorical devices and literary style of Cicero and his influence on later writers

6. The parts of an oration
7. Roman political attitudes and institutions
8. Greek and Roman art and archaeology
9. Social classes
10. Structure of the government

Latin III (5330)
Section B
September 3, 1974

LATIN III

Grammar Objective

The student systematically reviews and refines previously learned grammar and continues to expand his/her knowledge of more sophisticated grammatical concepts as listed below:

Review of:

1. the concept and usage of the 5 cases
2. the 5 declensions of nouns
3. the formation of the 6 verb tenses in the indicative mood, active and passive voices
4. the formation of the 4 verb tenses in the subjunctive mood, active and passive voices
5. the sequence of tenses
6. the formation of the infinitives used in indirect statement
7. the complementary infinitive
8. agreement of adjectives
9. positive, comparative, and superlative degree of adverbs
10. the appositive
11. the predicate nominative
12. the predicate adjective
13. the verbs "sum" and "possum"
14. deponent and semi-deponent verbs
15. impersonal verbs
16. the locative
17. the vocative
18. the imperative
19. the volitive subjunctive -- hortatory and jussive
20. purpose clauses; substantive clauses of purpose; relative clauses of purpose
21. result clauses; substantive clauses of result
22. "cum" clauses
23. infinitives and indirect statement
24. negative clauses of doubt
25. substantive clauses with verbs of fearing
26. anticipatory subjunctive
27. supine
28. gerund
29. gerundive
30. participles
31. the ablative absolute
32. the passive periphrastic
33. positive, comparative, and superlative degree of adjectives
34. cardinal and ordinal numbers
35. special, compound, or irregular verbs (fio, fero, persuadeo, malo, nolo, volo, eo, etc.)
36. questions and answers
37. pronouns

Introduction of:

1. conditional clauses in the subjunctive (contrary to fact; future less vivid)

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2. "quod" causal clauses
3. "proviso" clauses
4. deliberative subjunctive
5. optative subjunctive
6. potential subjunctive
7. relative clause of description
8. historical infinitives

Latin IV (5340)
Section B
September 3, 1974

Speaking Objective

The student reads aloud in dactylic hexameter excerpts from Vergil's *Aeneid*, paying close attention to proper scansion.

Vocabulary Objective

The student memorizes new vocabulary encountered in context and reviews lists of words that he/she has learned previously.

Reading Objective

1. The student interprets the surface meaning of a given number of lines of Vergil's *Aeneid*.

2. The student translates from Latin into good, idiomatic English a passage from Vergil's *Aeneid*, recognizing the author's underlying meaning wherever possible.

Syntax Objective

The student examines a selection from Vergil's *Aeneid* for the meaning and connotation of words, for the identification of forms and poetic-grammatical structures, for the analysis of the author's literary style, and for an explanation of the scansion and poetic devices.

Writing Objective

1. The student translates from English into Latin sentences which review vocabulary and previously learned grammatical principles and give practice with new vocabulary and structures.

2. The student continues to develop skill in writing short paragraphs based on familiar material.

Culture Objective

The student examines Roman civilization in the following areas:

1. A study of the oral poetic tradition
2. The characteristics of epic poetry as opposed to lyric, elegiac, etc.
3. A structural analysis of the format of the *Aeneid*
4. A study of the life and works of Vergil
5. A study of the historical, political, social and literary events during Vergil's lifetime
6. A study in English of the *Aeneid*, emphasizing the development of plot, analysis of main characters, etc.
7. Augustus' use of the *Aeneid* as literary propaganda.
8. Vergil's influence on later writers
9. A comparison of Vergil's *Aeneid* Book VI with Dantes' *Divine Comedy*, "Inferno"

Latin IV (5340)
Section B
September 3, 1974

Course Description

Reading Vergil's Aeneid silently for comprehension and orally for poetic meter and analyzing Books I, II, IV and VI for content, connotation of words, and author's style are the primary goals of this course. Much attention will be given to the life and times of Vergil, his influence on later writers, his poetic devices, and his Aeneid as literary propaganda.

Latin IV (5340)
Section B
September 3, 1974

Grammar Objective

The student individually reviews and continues to refine the grammatical concepts and structures that have already been learned, while paying particular attention to the following:

1. the declension of Greek names
2. genitive of specification
3. dative of personal interest
4. dative of limit of motion
5. accusative of exclamation
6. accusative of respect/specification
7. accusative of limit of motion
8. accusative with the middle voice
9. Greek accusative of specification
10. ablative of origin
11. infinitive with adjectives
12. infinitive of purpose

Latin V (5350)
Section B
September 3, 1974

Course Description

This course may be geared to the individual interests, abilities and needs of students. While comedies written by Plautus and Terence can be studied for content and for an understanding of the composition and workings of the ancient theater, other authors such as Juvenal, Horace, Seneca, Catallus, Martial, Livy, and Tacitus offer a wide selection of literary styles and subjects. Several suggested areas for culture study include: the origins of the comic theater and its influence on theatrical productions up through modern times; a comparison of lyric, epic, and elegiac poetry, and a survey of Greek and Roman architecture.

Latin V (5350)
Section B
September 3, 1974

Speaking Objective

The student uses correct pronunciation and intonation in reading aloud a selection from any of the following Roman authors: Plautus, Terence, Catullus, Horace, Tacitus, Livy, Juvenal, Martial, or Seneca.

Vocabulary Objective

The student memorizes new vocabulary encountered in context, paying close attention to the connotation of words for proper interpretation of the author.

Reading Objective

1. The student reads for comprehension a selection from any of the following authors: Plautus, Terence, Catullus, Horace, Tacitus, Livy, Juvenal, Martial, and Seneca.

2. The student translates from Latin into good, idiomatic English selections from Roman literature, recognizing similarities and differences in authors' styles, attitudes, and content.

Syntax Objective

1. The student analyzes a selection from a particular Roman author for literary devices, connotations and implications of words and thought groups, identification of forms, and recognition of syntactical relationships.

Writing Objective

1. The student translates from English into Latin sentences which review vocabulary and grammatical concepts and which emphasize any recently acquired material.

2. The student writes simple paragraphs, imitating as closely as possible the style of the author being studied.

Culture Objective

The student demonstrates an understanding of Roman civilization in the following areas:

1. A study of Greek and Roman theater (the physical aspect, the development of comedy and drama, scenery, props, etc.)
2. A detailed study of the life and works of Plautus and of Terence
3. A comparative study of lyric, elegiac, epic, and narrative poetry
4. A detailed study of the lives and works of Catullus, Horace, Martial, and of Juvenal
5. Schools of philosophy in the Ancient World (epicurean, stoic, etc.)

6. Livy's and Tacitus' motives in writing history and their personal impressions of the periods about which they wrote.

7. A survey of the outstanding historical, political, social, economic, and literary events in Book I of Livy's Ab Urbe Condita, and from the Principate of Augustus to the Reign of Nero as documented in the Annales of Tacitus.

8. A comparison between the Vulgate and classical Latin with major emphasis upon similarities and/or differences in vocabulary, structure, and themes.

9. A survey of Greek and Roman architecture --the Athenian Acropolis, the Sanctuary at Delphi, the Roman Forum, the Colosseum, the Pantheon, the Ara Pacis Augustae, etc.

Grammar Objective

The student reviews grammatical concepts and structures according to his/her individual needs.

PROGRAM OF STUDIES

FOREIGN LANGUAGE

GRADES 7-12

SECTION C

WORKING DRAFT

Foreign Languages
Section C
September 3, 1974

C

A-L-M UNIT 12

A SAMPLE UNIT

FRENCH - GERMAN - RUSSIAN - SPANISH

Foreign Languages
Section C
September 3, 1974

A-L-M UNIT 12
A SAMPLE UNIT

Individualization of instruction can involve giving the student choices in the areas of time used to cover the content, the goals of the course, the content itself, the activities or approaches used to master the objectives, and/or the methods of evaluation. This sample unit is geared toward individualizing the activities the students will use to master oral objectives. It stresses small group work as a means of making more effective use of class time by allowing many students to repeat, ask and answer questions, drill and converse simultaneously. Small group work will also give the student more access to the teacher on a personalized basis for diagnosis of his/her special problems.

The oral objectives for each unit will be given to the student at the beginning of each A-L-M unit starting with Unit 12. The students will have as much as thirty minutes of class time for working in learning centers to develop oral skills. The room will be organized around 5 learning centers:

1) listening center - tapes and tape recorder, jackbox, headsets, records and record player
2) Dialog center-- flashcards, picture cards, questions and answers to match, recombination dialogs
3) Structure center-- explanation of grammatical structures taken from different texts, drill cards, transparencies
4) Culture center-- available mini-courses on travel, shopping, eating, geography, history, metric system. Slide viewer, games related to travel, restaurants, etc.
5) Evaluation center-- teacher will be available along with student aid, if possible, for evaluating student performance at given times of the day and after school

Large group work will be done daily to present new material, to review, to take written quizzes and tests, to collect and assign homework. The objectives for these activities will be spelled out to the students on a day-to-day basis.

The students will have a list of activities, some of which can be checked off by themselves or by another student. Each unit has certain activities which will be designated as oral tests. These activities will be evaluated by the teacher using a scale of 0-5 points and the score will be recorded on the student's evaluation sheet.

Teacher	Teacher or Student	Student	Objective # 1: I can pronounce, understand and use the Dialog and Supplement from Unit 12.
			1. Read the Dialog Part 1 of Unit 12 while listening to Tape A.
			2. Arrange the Dialog phrase cards in order.
			3. Using Dialog flashcards, give the Spanish for the English phrases.
			4. Read the Supplement listening to Tape 12 A.
			5. Unscramble the Supplement sentences and read each sentence aloud.
			6. Identify orally to a member of your group the items in the picture cards
			7. "Preguntas" is a matching game using questions and answers based on the Dialog and Supplement. Play this game and then try to answer the questions in your group. Then see if you can give the question when you hear the answer.
			8. "Recombination" tests your knowledge and understanding of the Dialog and Supplement by asking you questions with another member of your group or the teacher.
			9. Oral test: Answer five questions based on the D. and S. material. You will earn a score of from 0-5 points based on pronunciation, fluency (no stumbling or hesitating), and understanding. Follow the activities listed above to master part 2 of the D. and S.
			10.
			11.
			12.
			13.
			14.
			15.
			16.
			17.
			18.

Objective #2: I understand and can use direct object pronouns

Teacher	Teacher or Student	Student	
			19. Using Tape 12 B do exercises 6, 7 and 8. These exercises are on Pg. 228 and 229 of your textbook. See if you can do at least some of the exercises without looking at the book.
			20. In your group do the exercises on the structure cards dealing with direct object pronouns.
			21. Attend the Structure Seminar to ask questions about and review use of direct object pronouns.
			22. Oral test: Answer five questions replacing the direct object with a direct object pronoun. Example: ¿Tienes el libro? Sí, lo tengo.
			Objective #3: I can talk about a shopping trip with a friend.
			23. Listen to Dialogs I and III with Tape 12. These dialogs can be found on Pgs. 240-241.
			24. Read aloud the Dialogs on Pgs. 240-241.
			25. In small groups answer the questions on the Dialog.
			26. Choose a partner from the class and together complete one of the partial dialogs found in the Dialog Center.
			27. Present your dialog to the teacher to be checked for errors.
			28. Oral test: with your partner present the dialog to the teacher fluently without notes. You may use puppets or other props for your presentation.
			Objective #4: Using the information in the Narrative I can tell about a trip I would like to make to Latin America.
			29. Read the Narrative on Pgs. 242-243 aloud.
			30. Answer the questions on Pg. 243 in small group. The teacher will be available for help.
			31. Take a blank map from the cultural center and label the countries of Central and South America.
			32. Play the game, "estoy pensando en un pais". Instructions are in Cultural Center.
			33. Culture test: While looking at your map, tell about a trip you are going to make.

STUDENT EVALUATION SHEET

	DATE	EVALUATOR	SCORE
Activity #9			
Activity #18			
Activity #22			
Activity #28			
Activity #3[illegible]			
Unit Test			
Quizzes			
Activity papers			
Large group participation			
Total			

MATERIAL AVAILABLE FOR SMALL GROUP WORK

Some of the material in the learning center which will be used by small groups of students include:

Dialog Phrasecards - Write each of the dialog lines on pieces of posterboard. These can be arranged in the correct sequence, used to elicit the next line, to get the English, etc.

Dialog Flashcards - These are 4" X 6" cards with segments of the dialog and supplement material in Spanish on one side and English on the other.

Supplement Scramble - Each Supplement phrase is underlined with a different color, then cut into pieces to be arranged by the students. The words are numbered consecutively on the back so the student can check for the correct word order.

Picture Cards - Glue magazine cutouts on one side of a notecard. Then, write the noun on the other side. Stick-on letters make durable and attractive picture cards.

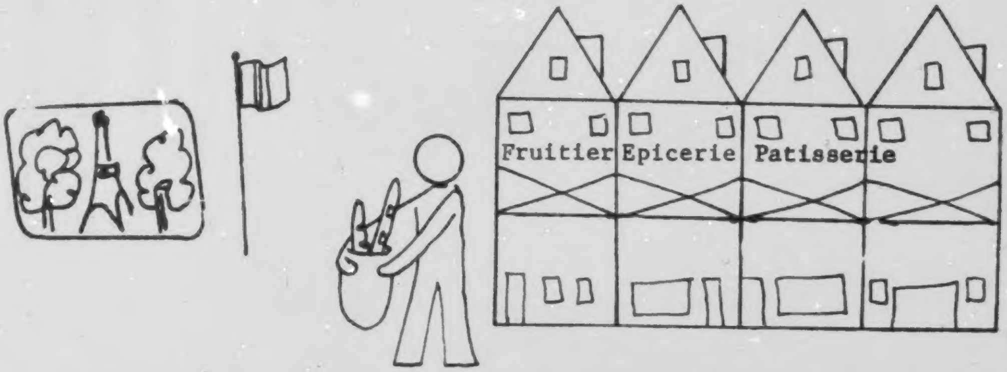
Preguntas - Write questions based on the dialog and supplement, with corresponding answers on separate cards. The students then match the questions with the answer and check by making sure the letter on the back of the answer card is the same as the one on the question card.

Recombination - These are personal questions using the vocabulary from the dialog and supplement. The questions are arranged in a sequence beginning with "yes or no", e.g., Do you want to go shopping? Followed by choice questions, e.g., Do you want to go shopping in a department store or a shop? Then questions that ask for information, e.g., Why do you want to go shopping?

Structure Cards - These are notecards containing several different drills on the same structural point. The answers should be on the cards so that one member of the group can drill the others. These drills are different from the ones in the book and on the tapes. They can be taken from other textbooks or made up by the teacher.

FRENCH I Unit 1 - 5
7 - 8

Hitting the visuals to improve attitudes and grades


Fruitier
Epicerie
Patisserie

(a visual "cahier" to use with ALM I revised)

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VISUALS AND ALM

Learning should involve all the senses: hearing, speaking, writing, and if possible, the kinetic. We teach French by the "Audio-Visual Method" with the intention of involving immediately the student's hearing, seeing, and speaking senses and, ultimately, his/her writing ability.

Yet, we use a textbook that, except for the cultural pages, has no "visuals" as students understand the term. It has only the typed word to describe people, things, actions and relationships; but "a picture is worth a thousand words."

Today's student especially, is oriented to the cinema, the pictorial advertisement in papers, magazines and on billboards, the comic strip and comic book (especially for our intermediate school and ninth grade students) and, above all, to the television. For this reason many students do not relate to the ALM "words only" textbook. Their minds do not associate meaning easily with the typed word; they need something truly "visual" to impress upon their minds the relationship between the foreign word--as they read it and see it spelled--and its meaning--as they see it pictured.

An experiment was done with a group of "Level II Intensive" students. These are students who have done poorly the previous year in French I, or who having been weak in Level I have decided that they wanted to proceed at a slower pace in Level II.

"Intensive" students take three years to cover 20 units of ALM revised, and they start the Level II Intensive at Unit 8 and proceed through Unit 13. The opportunity for proceeding at a pace better suited to them and for reviewing that material not properly grasped in the early units, usually enables Level II intensive students to secure much better grades and usually about half the Level II intensive students continue in the language program for Level III intensive and some proceed into Level III regular in their fourth year. However, there remain some 40 percent whose attitude towards language study is far from enthusiastic.

When the Level II Intensive class was given the "Sons et Sens" text they were universally enthusiastic about the pictorial approach. Marks for work done with the "Sons et Sens" book were about one grade level higher than before. This might have been due to the fact that much of the material was representation of material covered earlier. So, fresh concepts were taught for the first time, using the "Sons et Sens" pictorial text: the grades and enthusiasm were maintained at the new high level. But when Chapter 13 was presented out of the ALM (non-visual) text, there were outspoken unfavorable comments on the ALM text and the attitudes of many of the students towards language learning deteriorated. Those who did not relate to the ALM presentation lost about half to one letter grade on Unit 13--even though some of the concepts had already been handled successfully in "Sons et Sens." It seems fair to say the ALM text turned some students off to the extent that their attitudes affected their performance.

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This experiment convinced us that we have many students who can become enthusiastic foreign language learners and who will achieve satisfactorily and continue in the language program, provided we present the material in a way which suits their particular needs. This is by: (1) Using a pace which gives them time to grasp and internalize the new language material; and (2) above all, employing a method of presentation which appeals to their sense of the "visual." Using "visuals" not only improves their attitudes and their learning of vocabulary and concepts, but surprisingly even improves considerably the spelling of previously poor spellers.

Use of "visual" mini-courses and stories with "Level II Regular" students, on subjects like shopping, telephoning, "wanting" vs "being able to," and meals, each time produced increased interest and correspondingly improved performance, thus showing that all students relate better to a truly "visual" approach.

Unit 6 has been omitted from the attached attempt to bring the "visual" into Units 1 to 8 of ALM I revised, because most students enjoy bringing in food "visuals."

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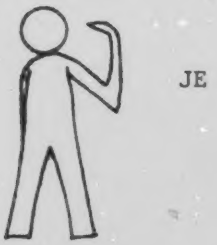
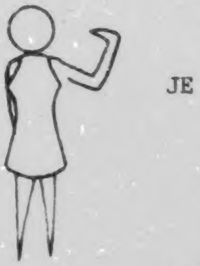
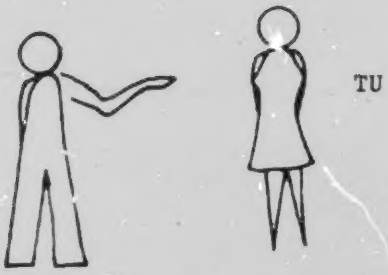
Supplement to Unit I ALM revised. "I, me, you, he, she, we, they, you."



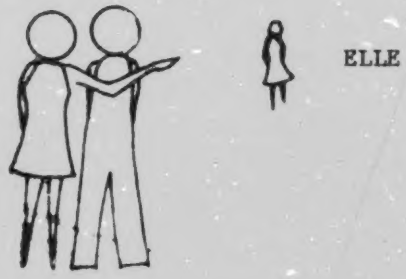
C'est moi.
Je m'appelle Luc.



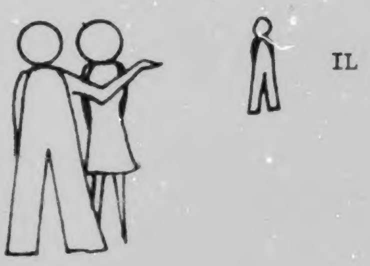
C'est moi.
Je m'appelle Sylvie.



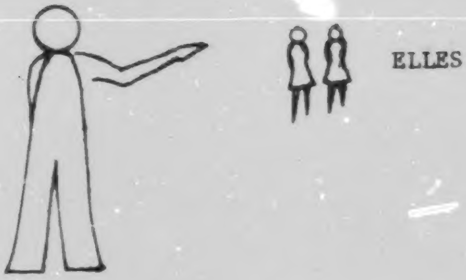
C'est toi.
Tu t'appelles Sylvie.



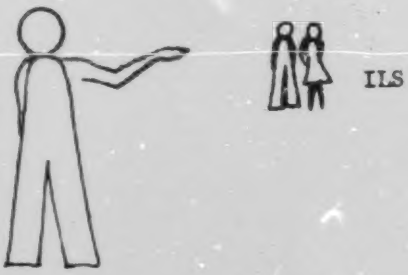
C'est elle.
Elle s'appelle Marie.



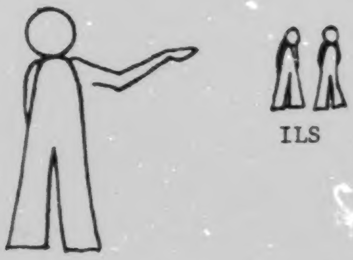
C'est lui.
Il s'appelle Jean.



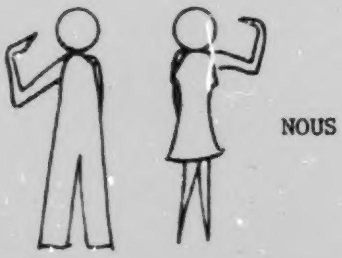
Ce sont elles.
Elles s'appellent
Sylvie et Marie.



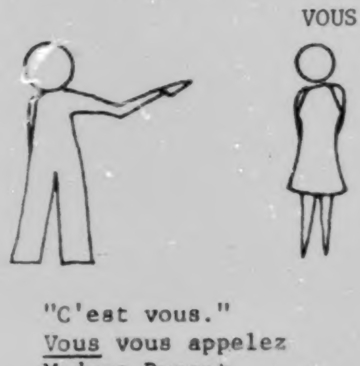
Ce sont eux.
Ils s'appellent Luc et Sylvie.



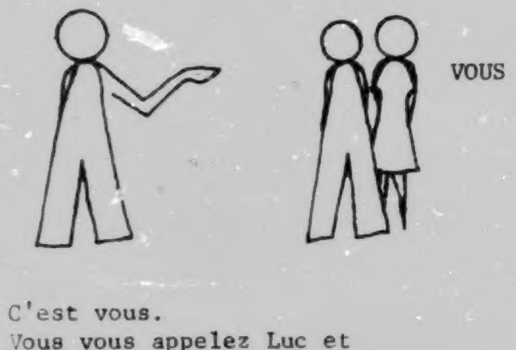
Ce sont eux.
Ils s'appellent
Luc et Jean.



C'est nous.
Nous nous appelons Luc et
et Sylvie.



"C'est vous."
Vous vous appelez
Madame Dupont

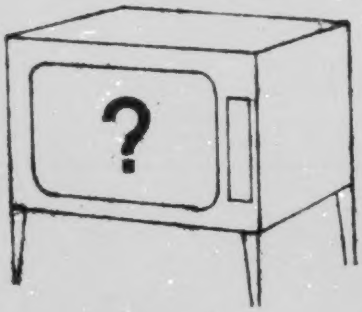


C'est vous.
Vous vous appelez Luc et
Sylvie.

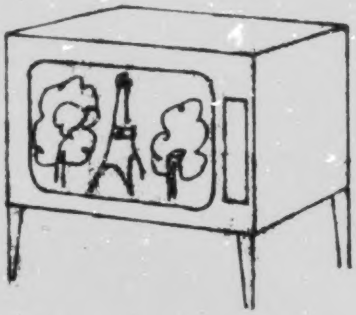
Supplement to Unit II A M revised.

A "noun" is the name of a thing. "Radio" and "television" are nouns. (A proper noun is the name of a person. Mary is a proper noun.) In french nouns nearly all have to have a little word to introduce them. These words are called articles. "A" "the" are articles. Unlike English nouns, french nouns are either "masculine" (male) or "feminine" (female) and masculine nouns and feminine nouns have different rules (or treatment) that apply to them. The article that goes with a noun tells whether it is feminine or masculine, and we always learn an article when we learn the noun. So in french we learn "la télévision" for the television.

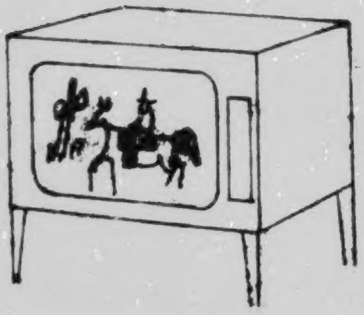
"Le" is the french masculine for "the": "La" is the feminine for "the"
"Un" is the masculine for "a" (or "an"): "Une" is the feminine for "a" (or "an")



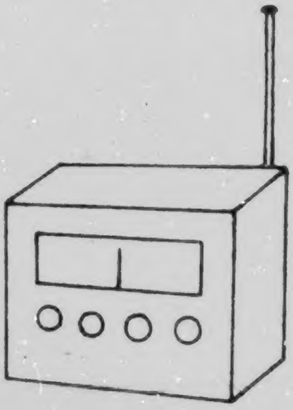
Qu'est-ce qu'il y a
à la télé?



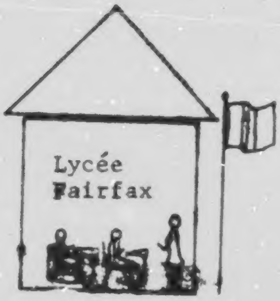
Il y a un
documentaire.



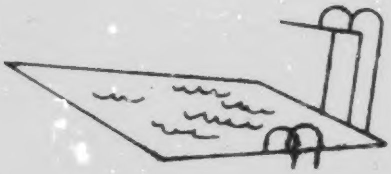
Voilà un western.



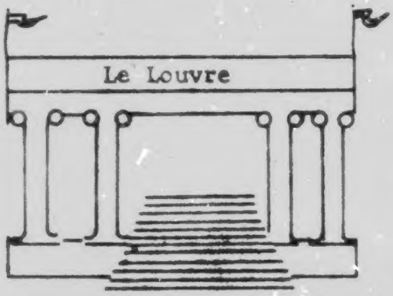
la radio.



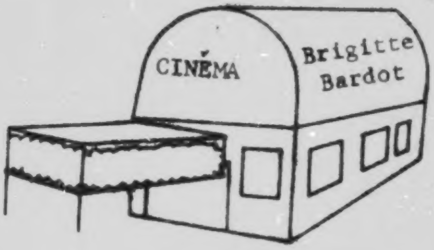
Le lycée.



La piscine.



Le musée.



Le cinéma.

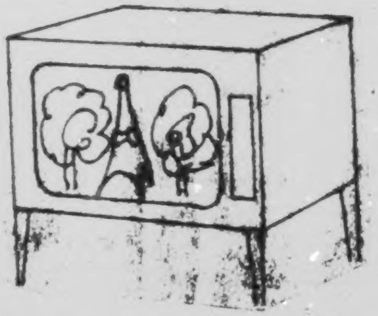
Words that are used to describe an action are called "verbs." "Run" is a verb. A verb also describes a state or condition. "Is" is a verb. "Am" is a verb. "Is" and "are" are both different forms of the same verb. We say "he is," "she is," but "I am," you are," we are." These are all forms of the verb "To be." This main form is called "The infinitive." When you learn a french verb you will always be given the "infinitive," and from this you can work out all the rest. "Working out the rest," or finding the right forms to use with I, you, he/she, we, you (there are two "you" forms in french) they is called "conjugating." You will be conjugating when you read and complete the verb forms in this supplement. You need a verb to make a sentence.

A verb does not have an article. So "Le diner" is the dinner, but "diner" is to dine (meaning, to have dinner

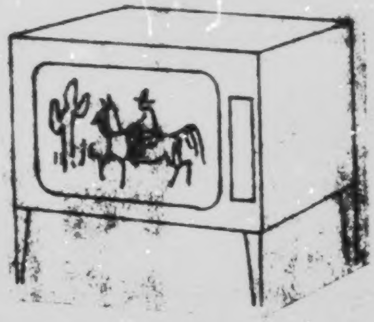
Many french verbs have an infinitive that end in ER. Here are some that are used below:

Regarder
Travailler
Diner
Déjeuner

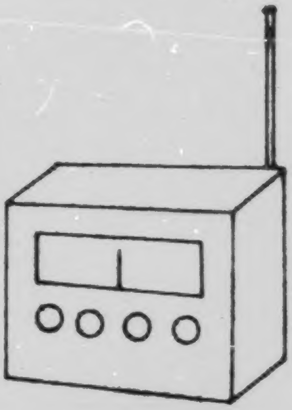
Écouter
Préparer
Gouter
Demander



Vous regardez un western?
Non, nous_______________.



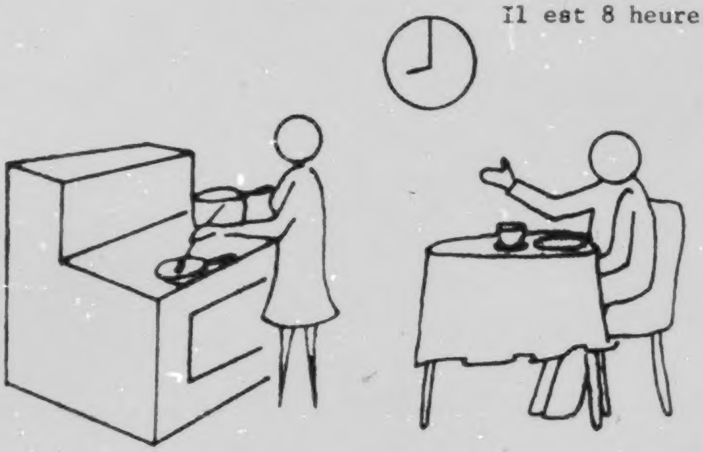
Vous écoutez la radio?
Ncn, nous_____________ .



Tu regardes un documentaire?
Non, J'____________________ .

From the letter clue find the right french verb to describe the action. Remember to conjugate the verb so it will be right for the person doing the action. Like "Il regarde," but "nous regardons."

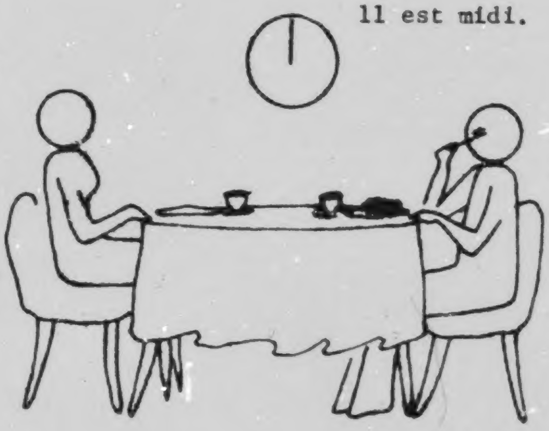
Le matin.
Il est 8 heures.



Le petit déjeuner.

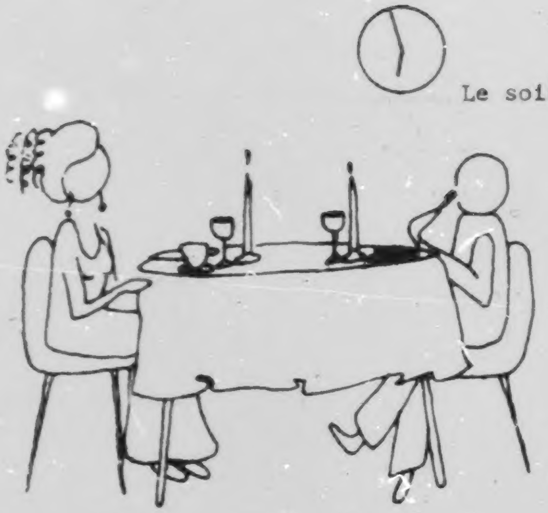
M. Caron demande_____est le petit dejeuner.
"Où est______________________________?"
Madame Caron p______________________ .

Il est midi.



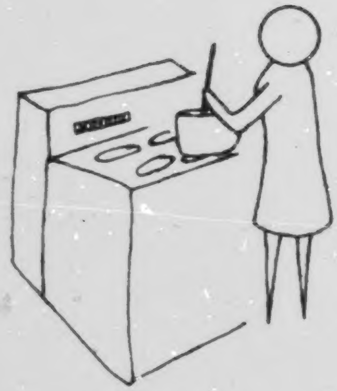
Le déjeuner.

M. et Mme Caron d_____________ .
Mme Caron r___________ M. Caron.
M. Caron g_______________.

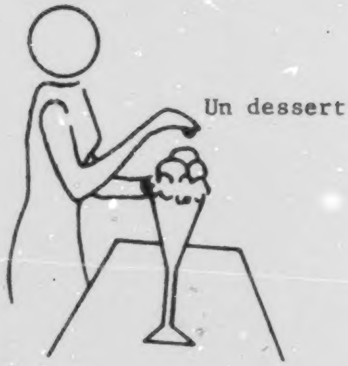


Le diner.

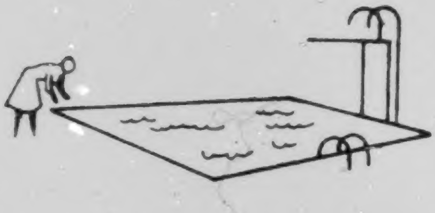
Vous déjeuner?
Non, nous____________ .



Maman tr____________?
Oui,elle p_______le diner.

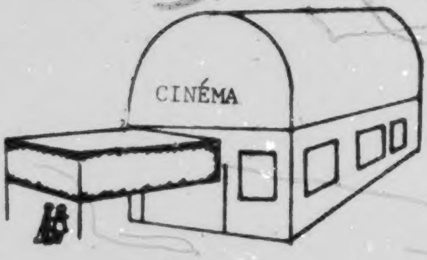


Anne pr_____le diner?
Non, elle p__________ .



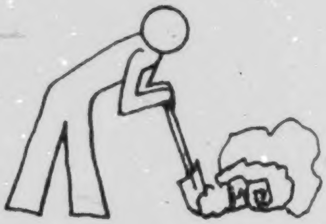
Elle regarde le cinema? non, elle r________________ .

Tu regardes la piscine?
Oui, je____________.



Il est au musée? Non, il est______________________ avec Marie.

Vous arrivez au lycée?
Non, nous________________.



Il dine? Non, il t__________________.

Tu travailles?
oui, je______________ .

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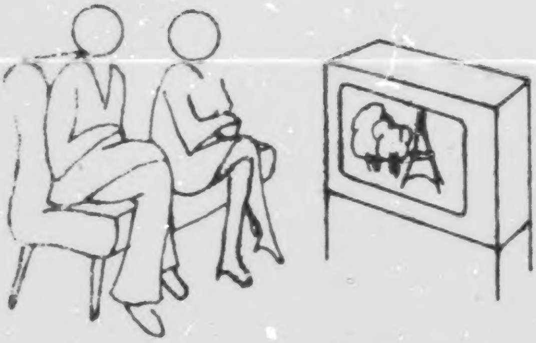
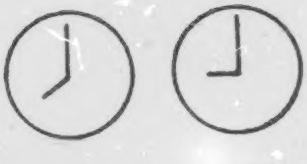
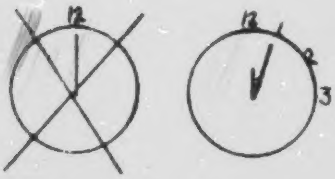


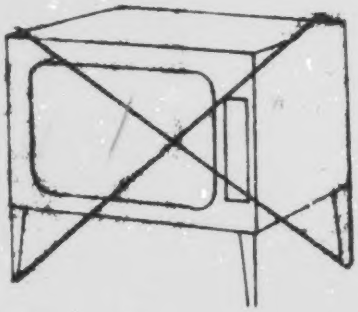
Il regarde la télévision.
Elle____________________.
Vous_________? oui, nous__________.
Ils écoutent la radio?
Non, ils r__________________________.



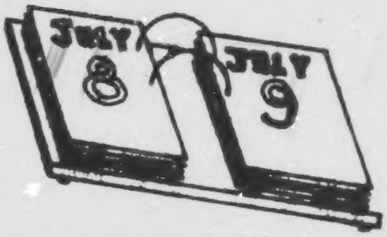
(Il est 8 heures)
Jean arrive à 8 heures?
Non, Jean arrive à 9____.
Jean a______ dans_______.



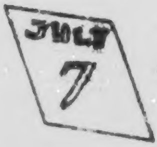
Ils déjeunent tout de suite?
Non, ils_____________________.



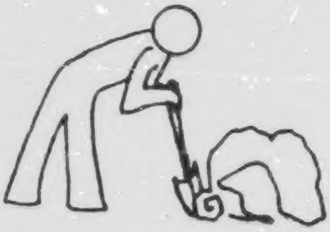
Nous manquons la fin.
Vous________________?
Je manque la fin.
Tu__________________?


JULY
8
JULY
9

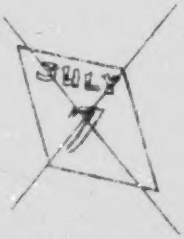
Aujourd'hui Demain

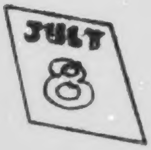


Vous arrivez aujourd'hui?



Il prépare le déjeuner?
Non, il t______________.

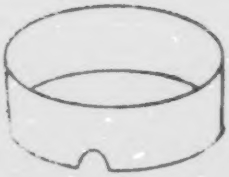


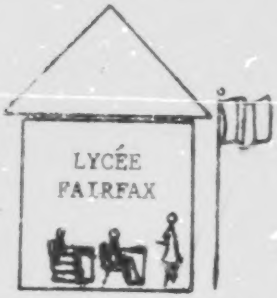


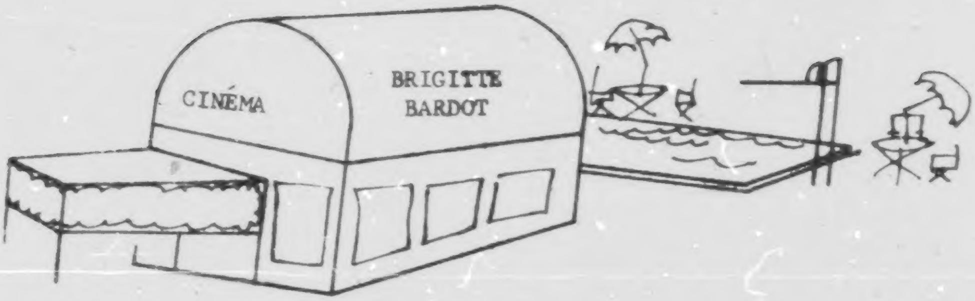
Non, nous__________ _________________.

Supplement to Unit III A-LM revised.

Le stade

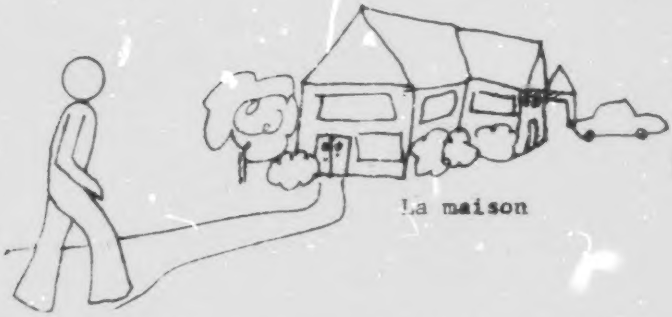



LYCÉE
FAIRFAX

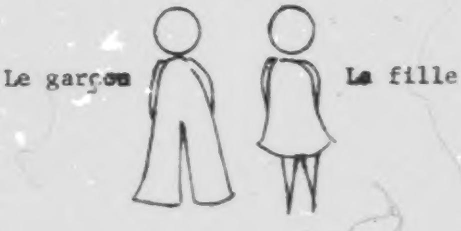

CINÉMA
BRIGITTE
BARDOT

La piscine est
derrière le________ .

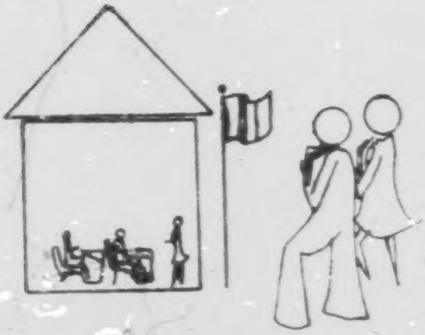
Le lycée est derrière
le stade? Non, il est
__________ le stade!

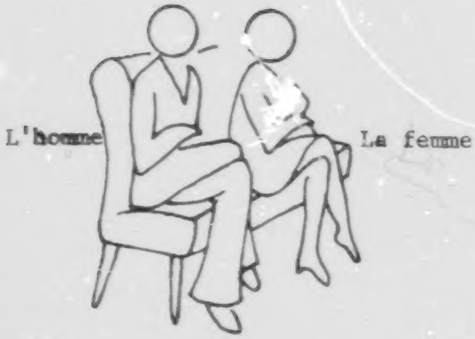


Il rentre à pied.
Il_____à_____à la_____ .


Le garçon
La fille

Le garçon est avec la fille.
Avec_____est le garcon?
___________ est la fille?

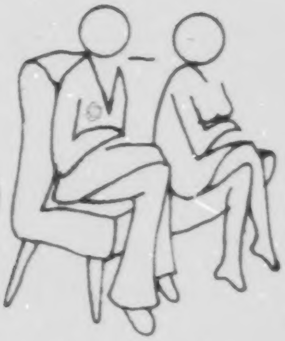


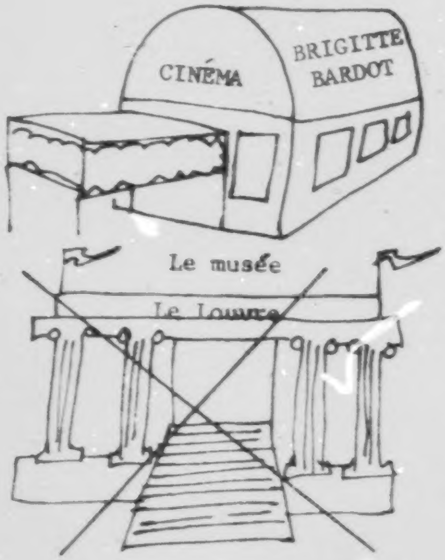


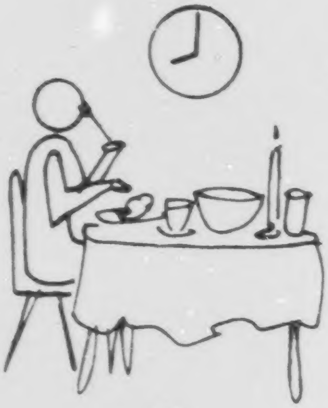
Il rentre au lycée.
Elle ________________.
Ils ________________.
Le g_______ et la f_______
______________________ lycée.

Un homme et une femme

A word that asks a question is called an "Interrogative." In English, "Why," "How," and "When" are interrogatives. In French many interrogatives need another phrase to go with them. This phrase is "Est-ce que." We are now learning a type of question where we use interrogatives with "Est-ce que." "OÙ" however does not need "Est-ce que" when the verb used i "Etre." Ex "Où est Sylvie?"

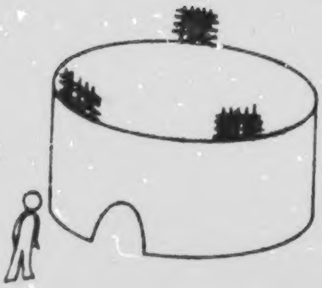




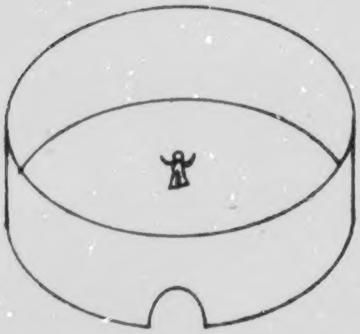


Il est 8________________.
La__________ d _______.
________ est l'homme?
Il____________ retard.
Pourquoi_____ il est_____?
Il tr__________________.

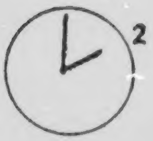
Ils sont au musée?
Non__________________________.
Ils regardent un film de Brigitte Bardot.
__________________ ils regardent?
L'________ et la_______ regardent_______.



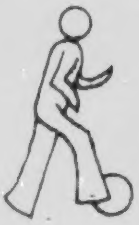
____?_____ le garçon?
Il est_______________.



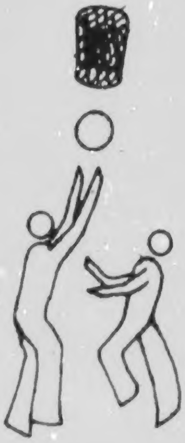
Où_______le_______?
Il_______dans_______.



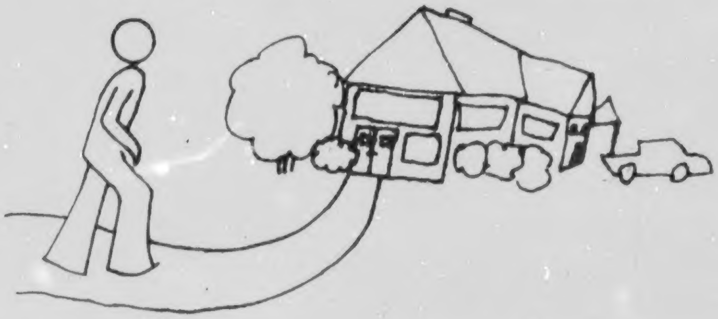
Q_____heure_____?
Il_______________.
À_____heure_____
le match commence?
Il_______________.



Il joue
au football.
____?____joue?
Il_____football.



___?___ils jouent?
Oui, ils______.



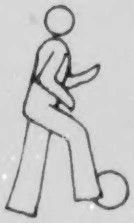
Il rentre à pied.
C_______________ il rentre?
Il_________________ pied.

Negatives. "I eat" is affirmative. "I never eat" is negative. "I do not eat" is negative. In french to say words like "not," "never," "nothing," "no longer," you must use two words, and the first one is always "ne"; the second word changes to fit the meaning:

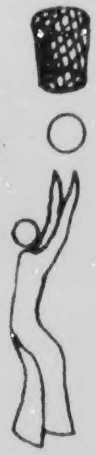
for "Not" it is "pas", so you say: "Je ne regarde pas"
for "Never" it is "jamais", "Il ne travaille jamais"
for "No more" it is "plus", "Nous ne discutons plus"
for "Nothing" it is "rien", "Vous ne goutez rien"

Where did the "ne" and the second negative word go each time?

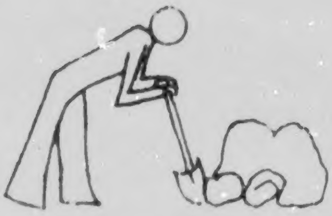
In the sentences below, whenever one starts with "Non" make your answer a full sentence in the negative. Be sure you put your negatives in the right place.



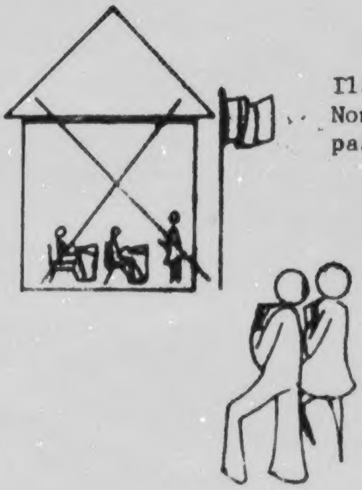
Il joue
au football.
Il joue au tennis?
Non_______________.



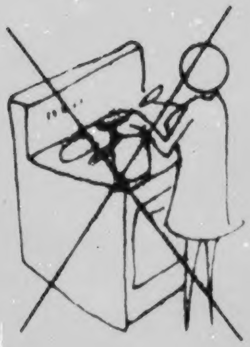
Est-ce qu'il joue au
football? Non______
________.Il_________
________ basketball.



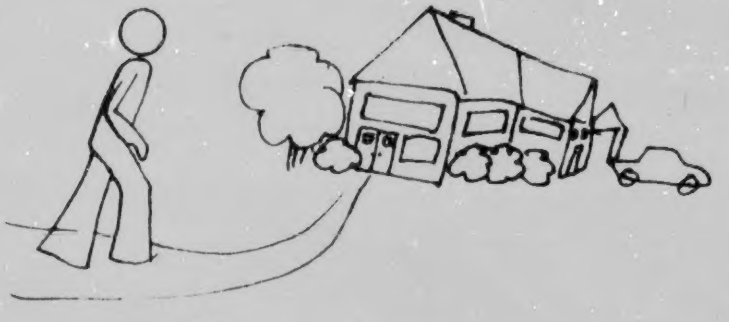
Est-ce qu'il joue?
Non, il____________ .
Il tr______________.



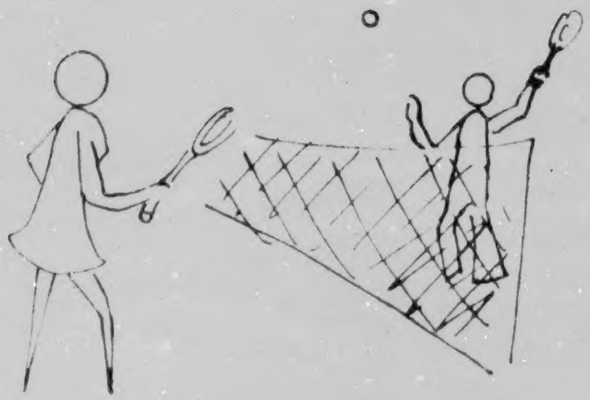
Ils rentrent au lycée?
Non, ils_____________
pas___________________.



Est-ce que la femme
travaille. Non,
la________________.

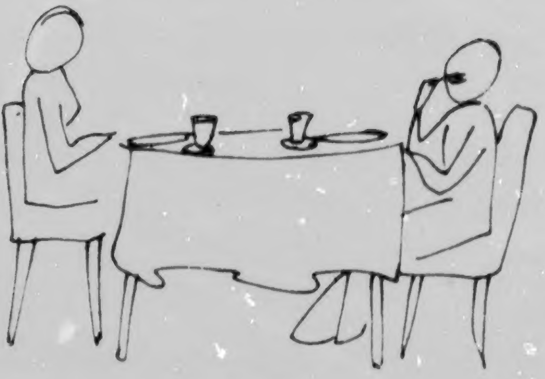


Le garcon travaille?
Non, il____________.
Il__________ à______à
la__________________.

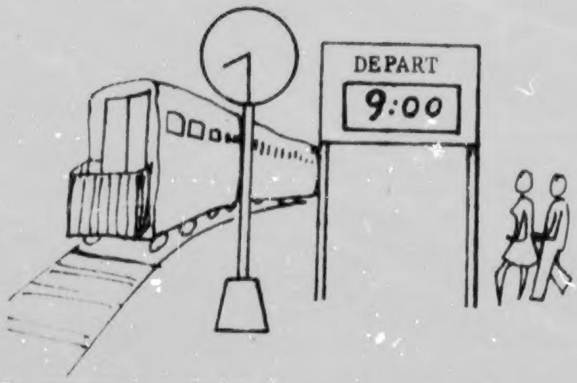


La femme joue avec le garcon.
Avec qui est-ce qu'elle joue?
______________________________.
Est-ce qu'ils jouent?
Oui, Ils____________tennis.

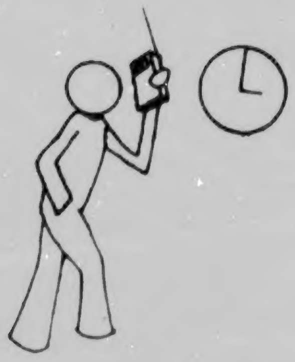
110



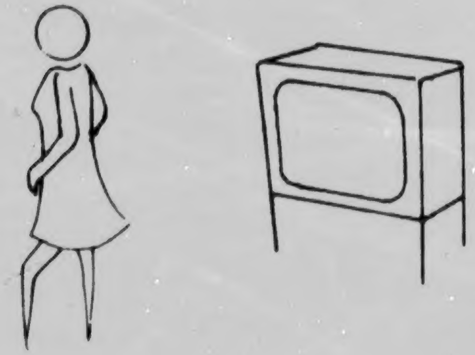
Marie déjeune avec Luc.
Avec__________Luc déjeune?
_________________________.



Ils sont en retard?
Non ils__________.
Ils_________avance.

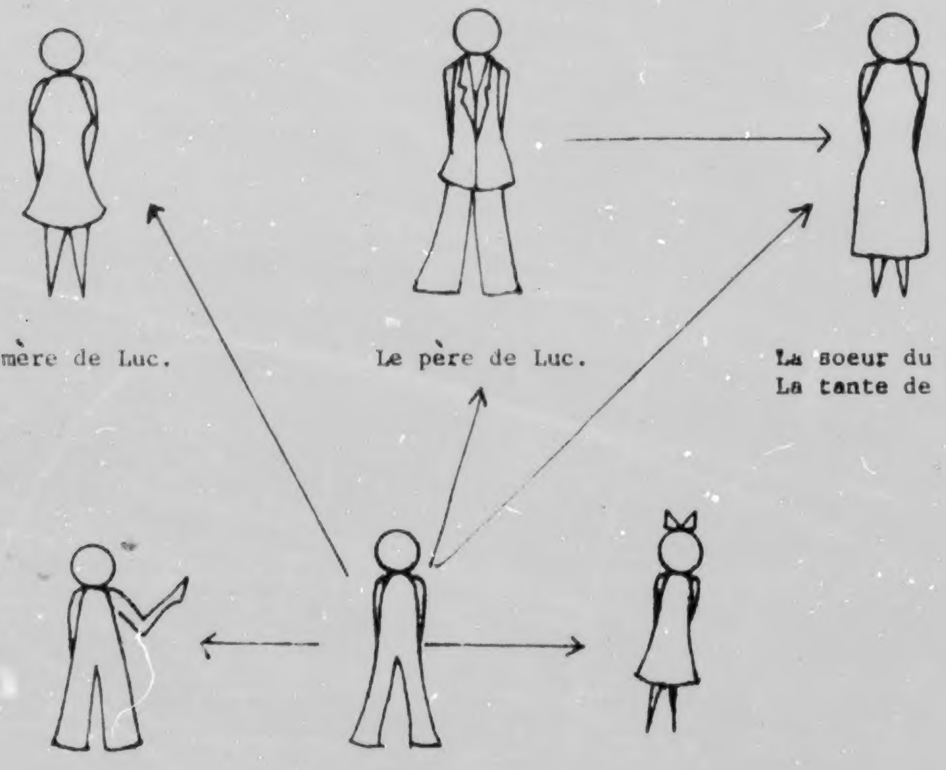


Il écoute la_____.
Q_____ il é________?
Il______ de la musique.
_____ heure est_____?
Il_____ 3 __________.



Est-ce qu'elle regarde la télé?
Non,_________________________.

Supplement to Unit IV A-LM revised.



La mère de Luc.

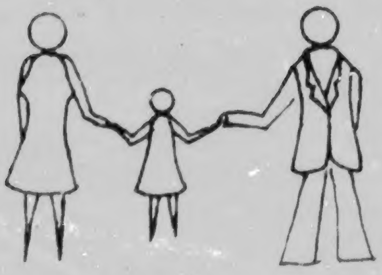
Le père de Luc.

La soeur du père.
La tante de Luc.

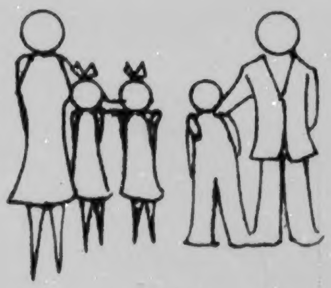
Luc

Le frère de Luc
s'appelle Jean.

La soeur de Luc
s'appelle Sylvie.

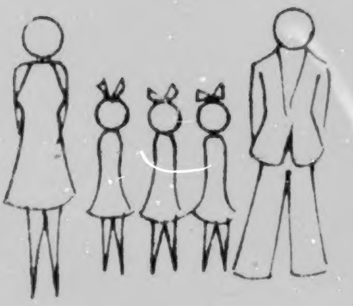


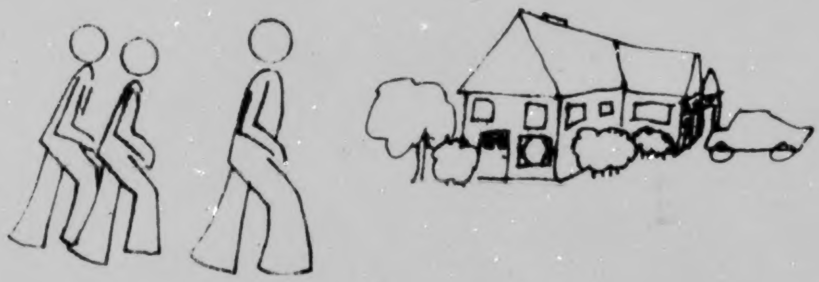
Luc est fils unique.



Luc n'est pas fils unique.

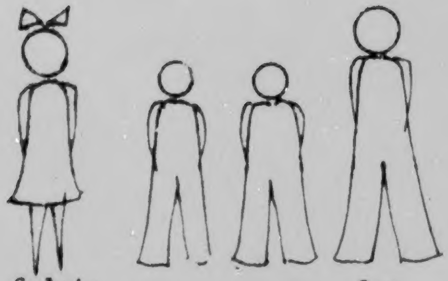
Supplement to Unit IV as revised.

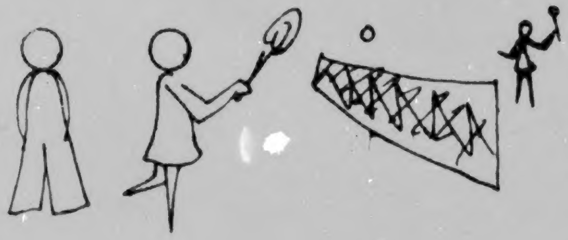




Estce qu'elle est fille
unique?________________.

Luc a deux frères.
Luc a combien de frères?
Il a_________________ .
Luc et ses frères rentrent à_______ .

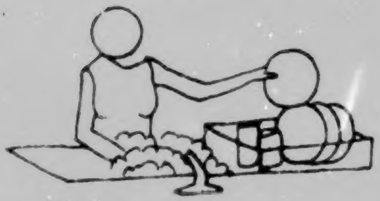




Elle a______ ___ de frères?
_____________________________.
_________ de frères a Luc?
Il_____________________________
_______ de soeurs a Luc?
______________ ______________.

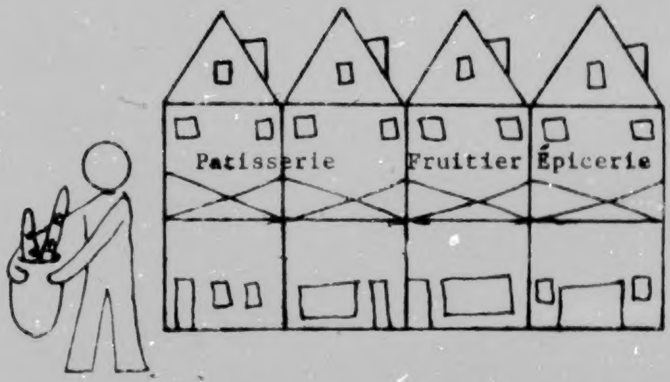
Est-ce qu'il a deux frères?
___ ___________________________.
Qu'est-ce qu________ font?
_______________________________.
Qu'est-ce que Luc fait?
_______________________________.

We are learning the verb "faire" in one of its meanings. This is when the verb means "to make" or "to do". Later we'll learn other uses of this verb



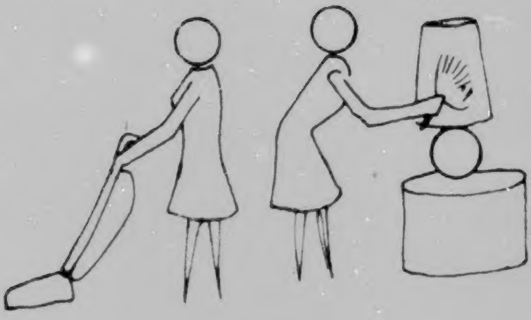
Elle fait la vaisselle.

Qu'__________________ fait?
Elle______________________.

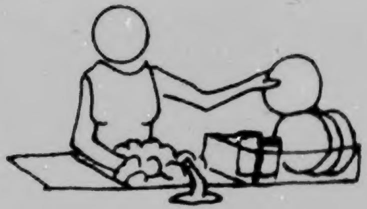

Patisserie
Fruitier
Épicerie

Luc fait les courses.

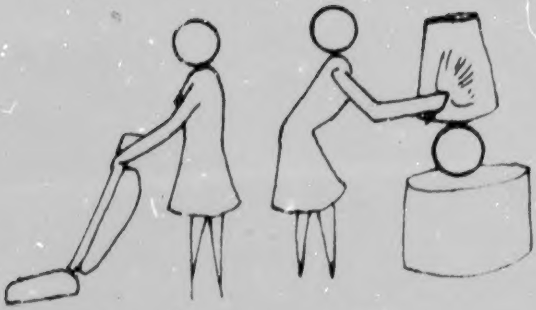
____________________________ fait?
Il_____________________________.



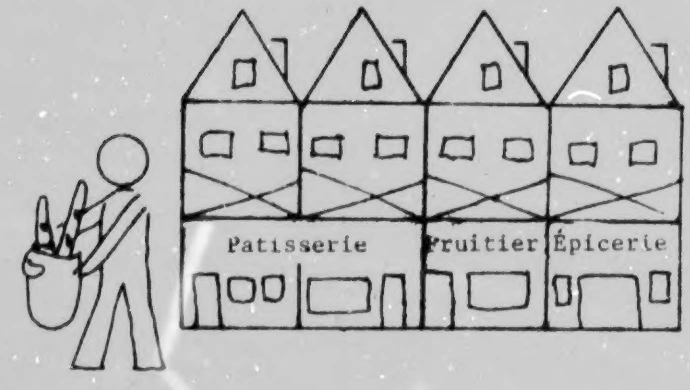
Sylvie et Marie font le ménage.
Qu'____________________ font?
Elles________________________.



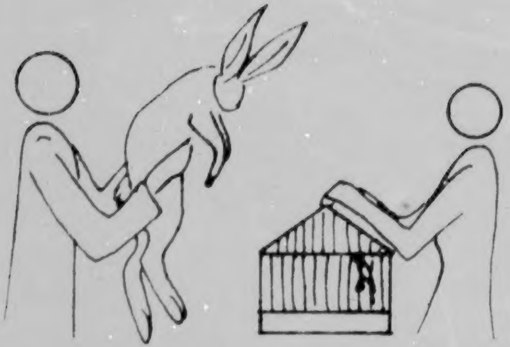
Est-ce que'elle fait le ménage?
________________________________.



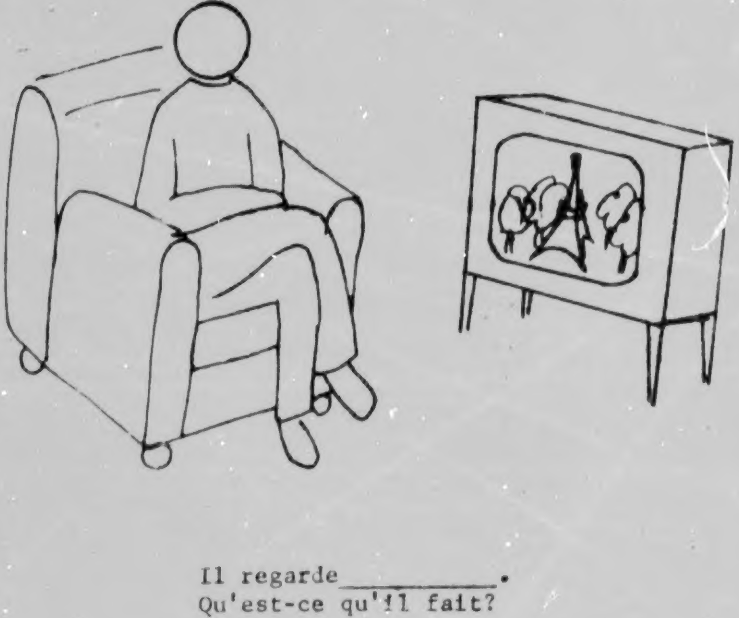
Qu'est-ce-que vous faites?
Nous______________________.


Patisserie
Fruitier
Épicerie

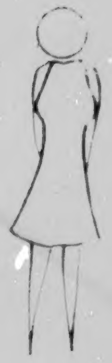
Qu'est ce que vous f_________?
Je f__________________________.



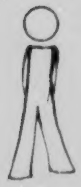
On fait l' échange?
Le garçon, "voilà le lapin"
La fille, "voilà la perruche"
Qu'est-ce qu'ils font?
Ils_____ ________________.



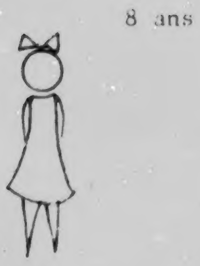
Il regarde__________.
Qu'est-ce qu'il fait?
Il regarde__________.



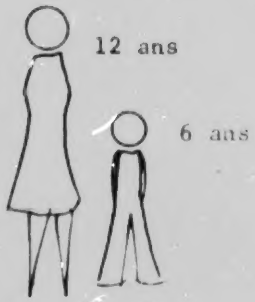
Quel age a t-elle?
Elle a 30 ans.



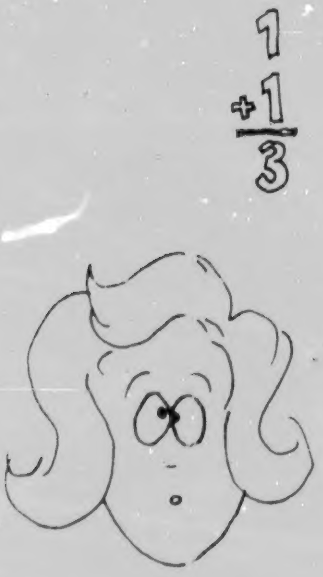
Quel age a-t-il?
Il a six ans.



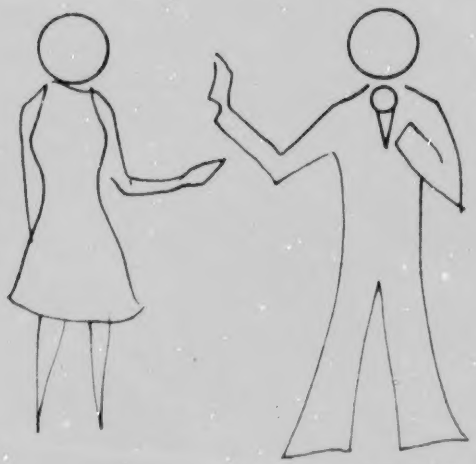
___________?
J'ai huit ans.



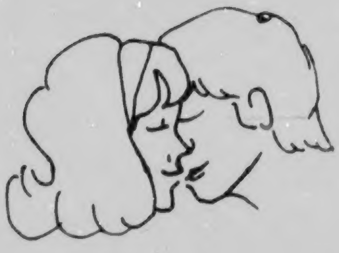
________________?
J'ai 12 ans et il__



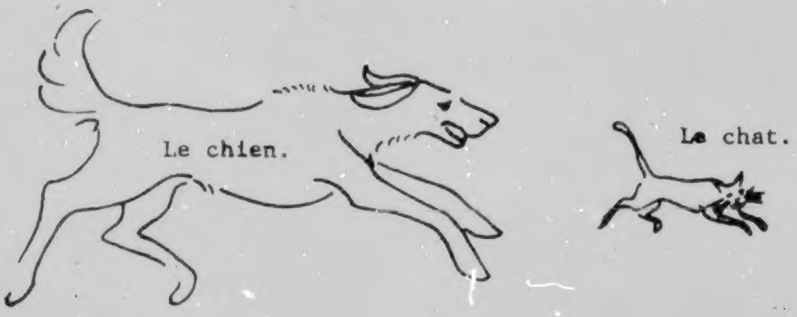
Elle est stupide.
Elle est bête
Elle n'est pas intelligente.



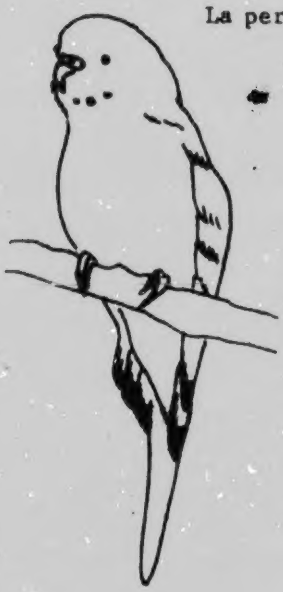
Il est égoïste.
Il n'est pas sympathique.



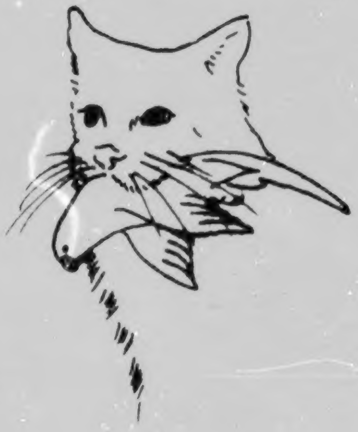
aimer


Le chien.
Le chat.

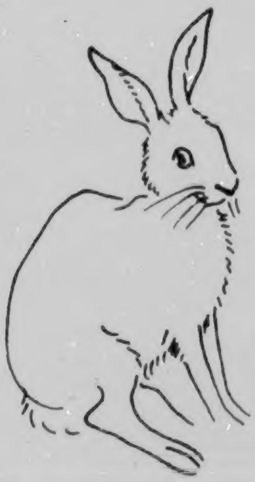
La perruche



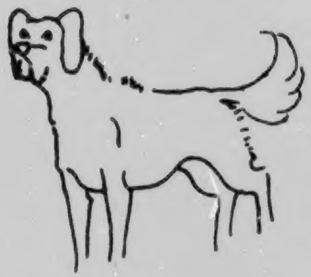
Le chien n'aime pas le chat.
Est-ce que le chat aime le chien?
Non, ______________________________.



Le chat mange la perruche.
La perruche n'aime pas le chat!



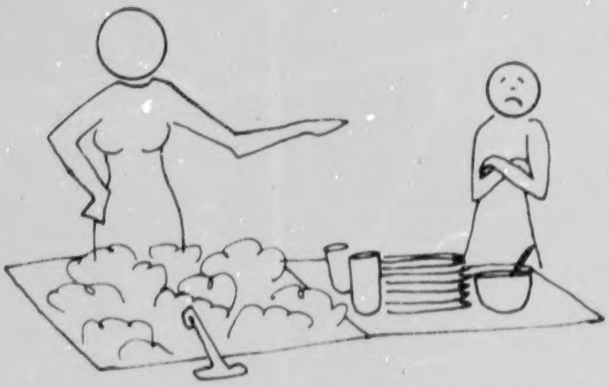
Le lapin.



Le chien regarde le lapin.
Est-ce que le lapin aime
le chien? Non, ___________ .

THE IMPERATIVE

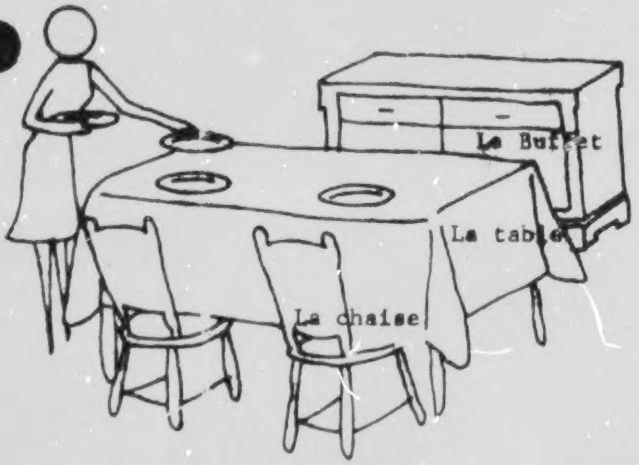
In English we do not give our orders in the same way as when we make a statement. "Do the dishes" is an order. "You are doing the dishes" is just a statement of fact. The french also make a difference between orders and statements; they use a special form of the verb. This form is called the imperative. They also (see our "Do the dishes") omit the subject pronoun: "Fais la vaisselle" is Imperative.



"Fais la vaisselle!"
Marie n'aime pas faire la vaisselle.
Marie ne fait pas la vaisselle.
Le mère, dit (says) "Fais la vaisselle tout de suite!"
et...Marie fait la vaisselle.

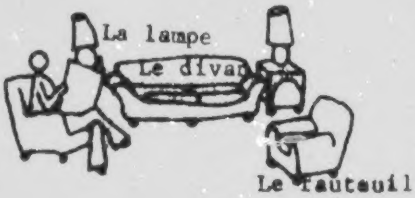
Supplement to Unit V

la salle à manger


Le Buffet
La table
La chaise

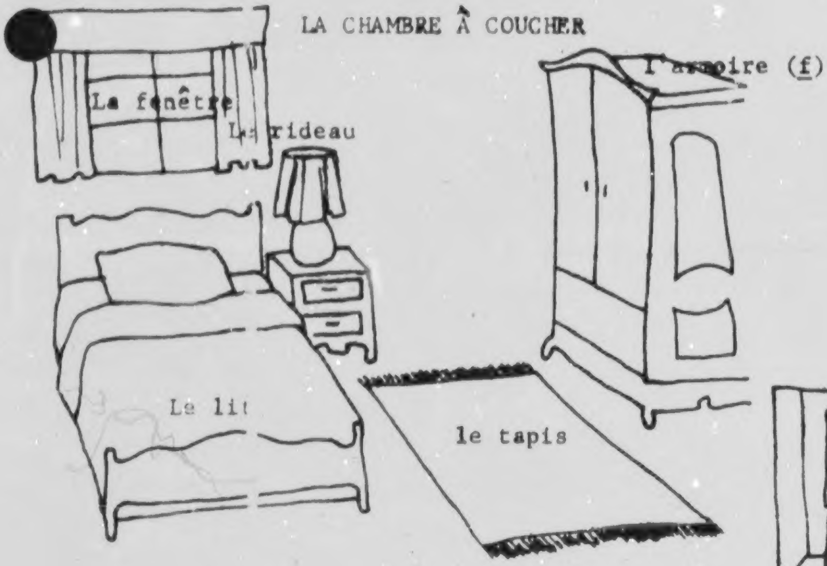
La femme est dans la salle à manger.
Il y a 4 assiettes; la femme a deux assiettes et il y a deux assiettes sur (on) la table.
Il y a un buffet derrière la table et deux chaises devant la table.
Est-ce que le buffet est devant la table?
Non,________ __________Il est______la table.

Le salon


La lampe
Le divan
Le fauteuil

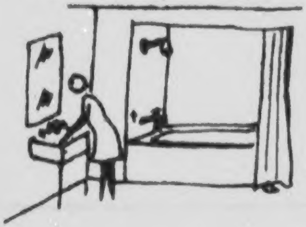
L'Homme est dans le salon.
Il y a deux lampes dans le salon
Combien de fauteuils est-ce qu'il y a dans le salon?
Il y a__________________________.
Est-ce que les fauteuils sont derrière le divan?
Non ils________________.Ils______
______________________.
Les lampes sont à côté du divan.
Est-ce qu'une lampe est à côté de l'homme? Oui, _________________.

LA CHAMBRE À COUCHER

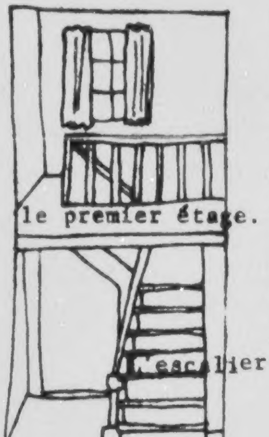

La fenêtre
Le rideau
l'armoire (f)
Le lit
le tapis

Voilà la chambre de Luc.
Qu'est-ce qui est derrière le lit?
La_____ _____est__________________
Combien de rideaux est-ce qu'il y a?
Il y a_ ___________________________
Qu'est-ce qui est à côté du lit?
_______ ___________________________
Où est le tapis?
Le_____ ___________________________

La salle de baïns



La mère est dans__________

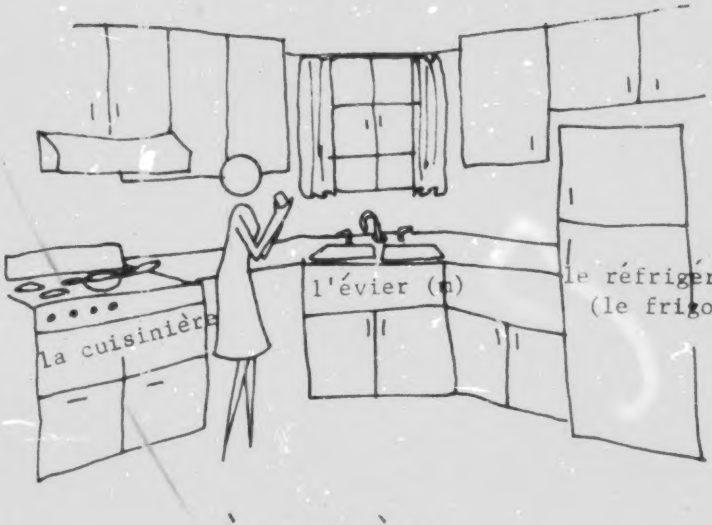

le premier étage.
L'escalier
L'entrée

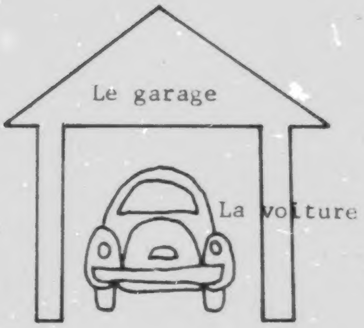
"Premier" means first but the French start numbering floors after the entrance floor.

L'entrée est au rez de chaussée. (first floor)
l'escalier va au premier étage. (second floor)
Au premier étage il y a une fenêtre.
____

Le rez-de-chaussée.

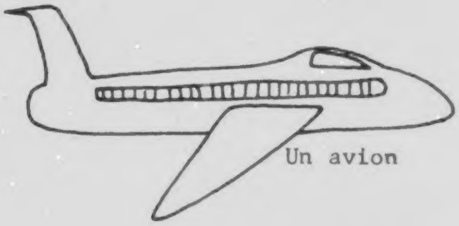
la cuisine

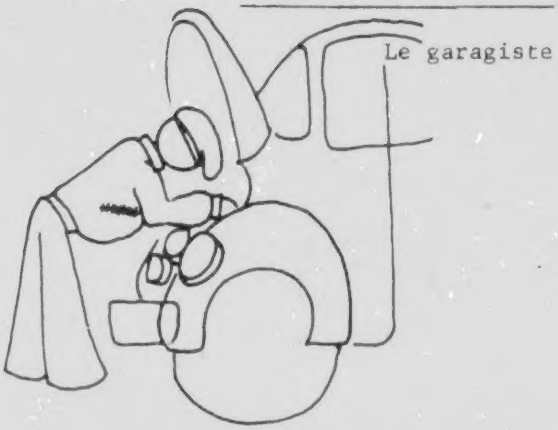

la cuisinière
l'évier (m)
le réfrigérateur
(le frigo)


Le garage
La voiture

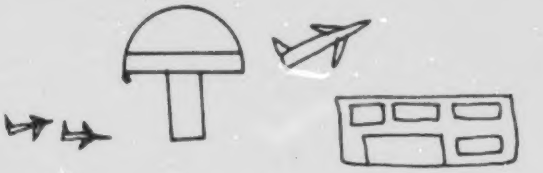
Où est la voiture?
La________________.

Où est la mère?
Elle________________.
Qu'est-ce qu'elle fait?
____________________.



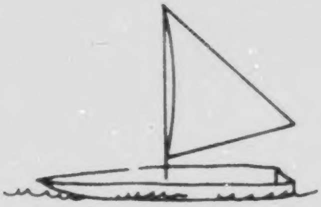

Le garagiste

L'Aéroport

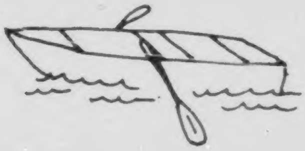


Qu'est-ce qui esten face du garagiste?
Une________ ______________________.

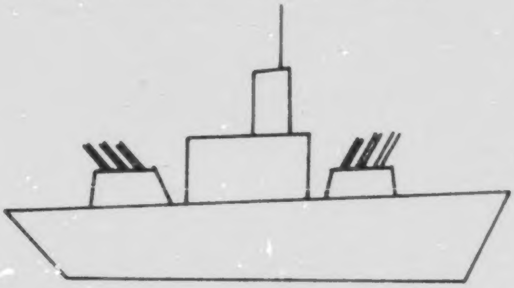
Combien d'avions est-ce qu'il y a à l'aéroport?
____________________________.



Un bateau à voiles.

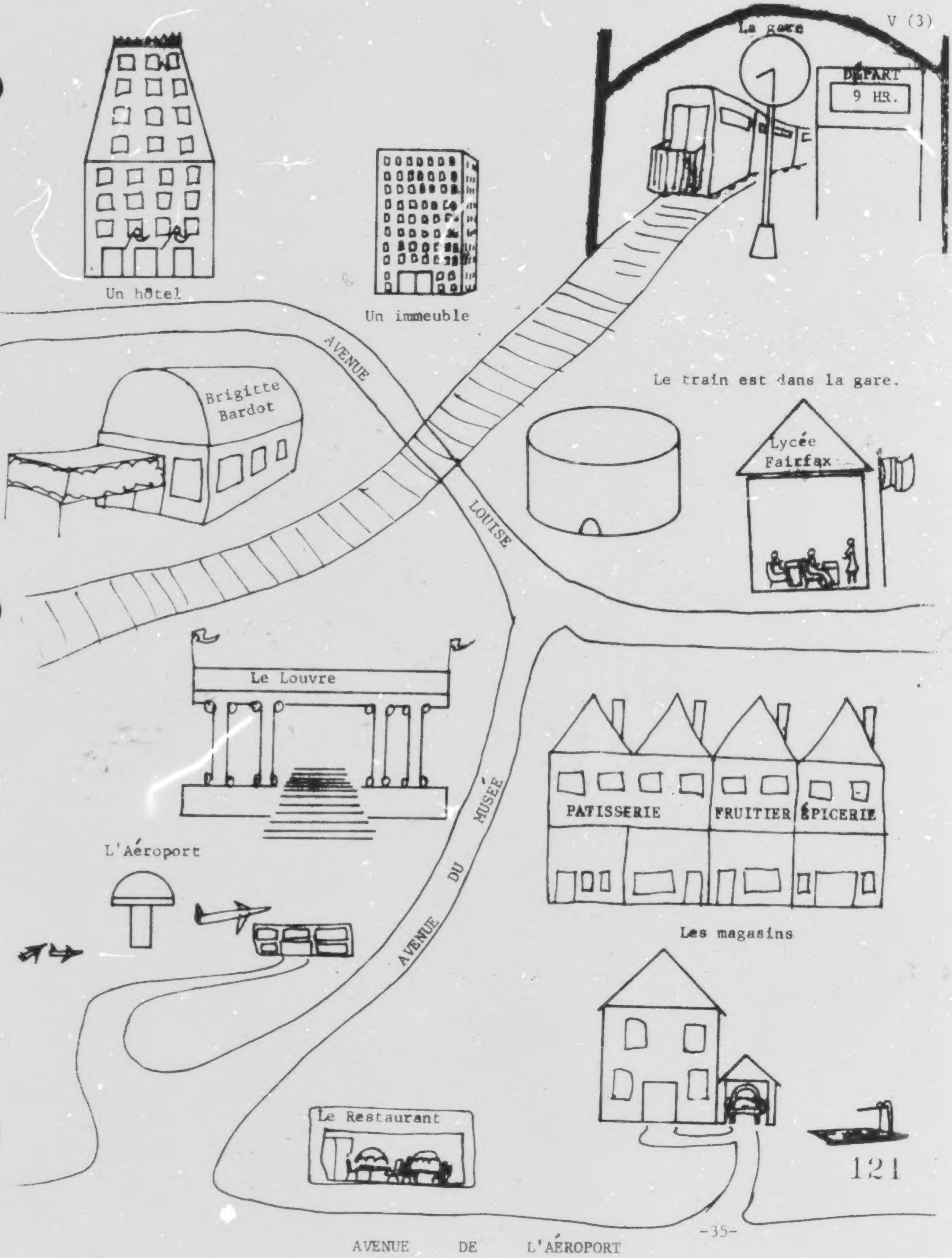


Un bateau.



Un bateau de guerre.

Combien de bateaux est-ce qu'il y a?
Il____________________________.


La gare
DÉPART
9 HR.
Un hôtel
Un immeuble
AVENUE
LOUISE
Brigitte
Bardot
Lycée
Fairfax
Le Louvre
PATISSERIE
FRUITIER
ÉPICERIE
Les magasins
L'Aéroport
AVENUE
DU
MUSÉE
Le Restaurant
AVENUE DE L'AÉROPORT

Le train est dans la gare.

Regardez la carte et répondez aux questions.

Où est l'hôtel? Qu'estce qui est en face de l'hôtel? ______________________ .

Où est l'hôtel? Qu'est-ce qui est à côté de l'hôtel? ______________________ .

Est-ce que le lycée est loin de l'aéroport? ______________________ .

Est-ce que le restaurant est près de l'aéroport? ______________________ .

Est-ce que le cinéma est en face de la maison? ______________________ .

Qu'est-ce qui est derrière la maison? Les ______________sont______________ .

Où est la gare? ______________________ .

Qu'est-ce qui est dans la gare? ______________________ .

Où est l'immeuble? ______________________ .

Qu'est-ce qui est à côté de la maison ______________________ .

Est-ce qu'il y a une piscine? Ou? ______________________ .

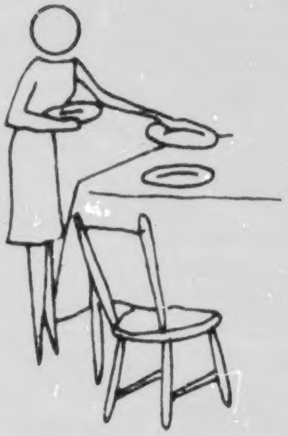
Où est une voiture? ______________________ .

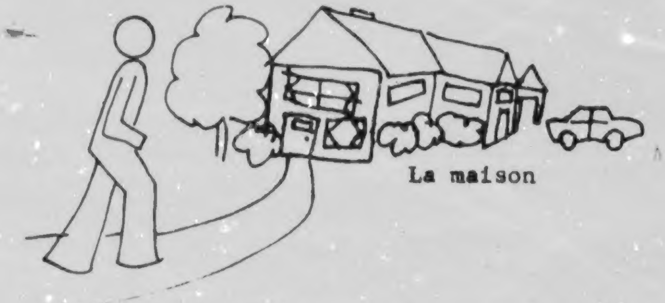
Est-ce que la maison est loin de l'hôtel?______________________ .

Qu'est-ce qui est près de la gare?______________________ .

The verb marcher means "to walk." You will, however, find it in an "Idiom" (An idiom is a special phrase which does not translate word for word). In the idiom, it means to function. So the french idiom for "the car does not work" is "la voiture ne marche pas."

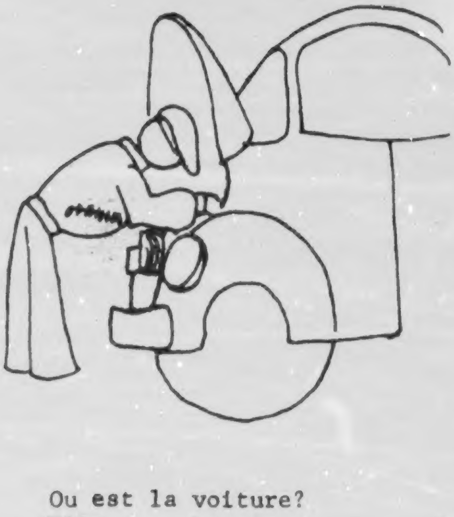
So you could say "La voiture ne marche pas: alors on va marcher jusqu'à l'autobus"

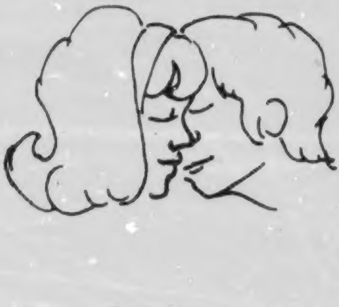




Est-ce que le garcon marche
jusqu'à la maison?
Oui, il rentre à pied.

Est-ce qu'elle marche?
Non,___________________ .



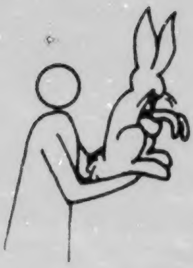


Est-ce que le garcon aime la fille?

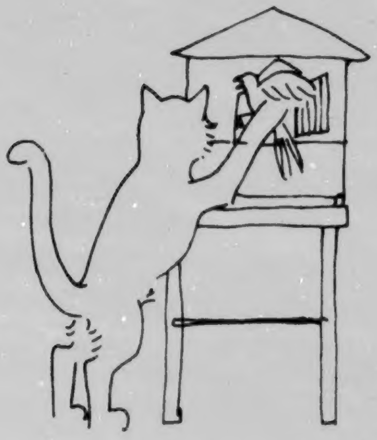
_______________________________________.

Ou est la voiture?
Elle est chez le___________.
Pourquoi est-ce que la voiture
est chez___________________.
Elle ne marche pas.

123

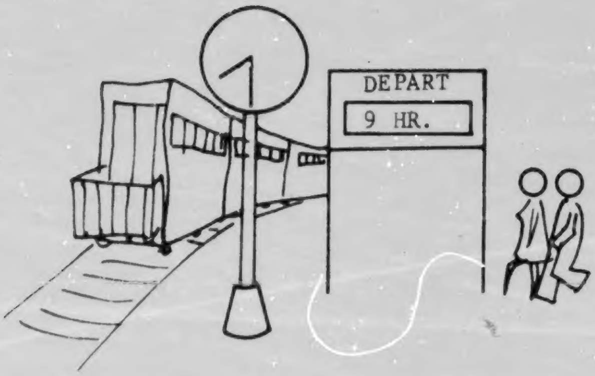


Le garcon prend le lapin.



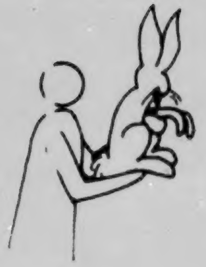
La cage de
la perruche.

Le chat prend la perruche.
C'est la cage du chat?
Non, c'est la cage______________ .

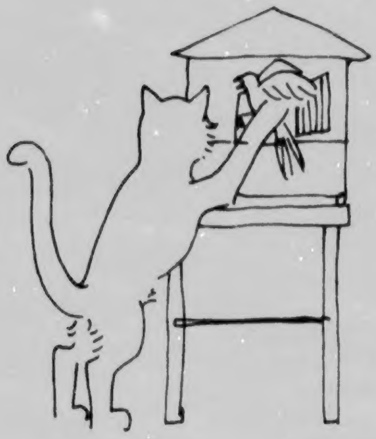


"On prend le train?"
"Oui, on prend le train."

"prend" means "to take." It means, as "to take" does in English "to take" things. But in English we also "take" a bus, or a train or a plane, and we do not mean we are hi-jacking it--we mean we are using that bus, train or plane to get somewhere. The French use "prend" in just the same way. ("prend" is part of the verb "prendre" which you will learn later.)

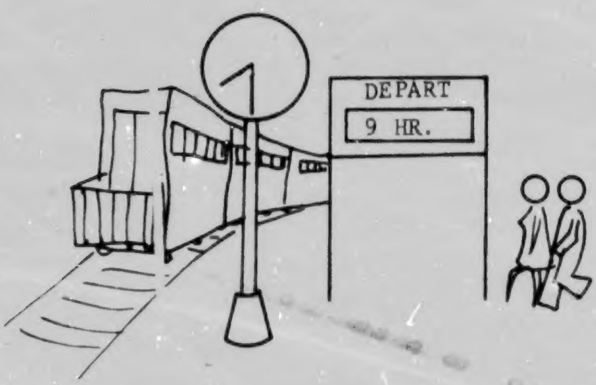


Le garçon prend le lapin.



La cage de
la perruche.

Le chat prend la perruche.
C'est la cage du chat?
Non, c'est la cage______________ .



"On prend le train?"
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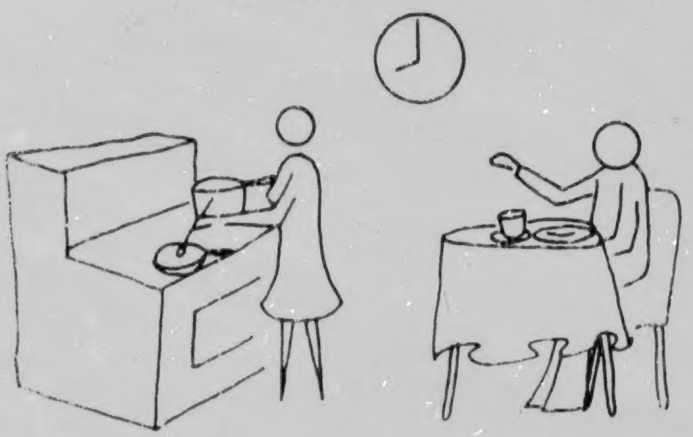
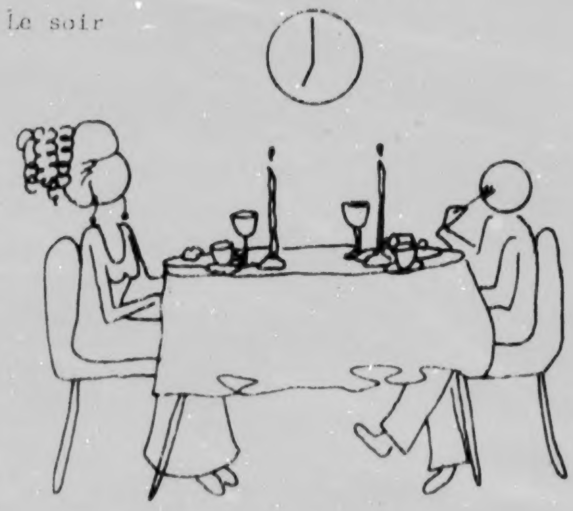
Le matin



Le matin on mange le ______________.

Le soir

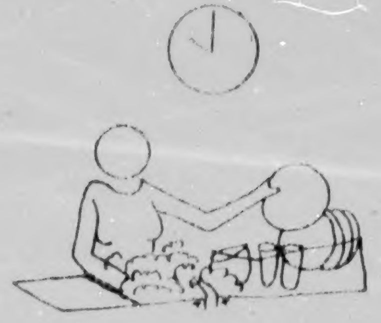


Qu'est-ce qu'on mange le soir?

______________________________.

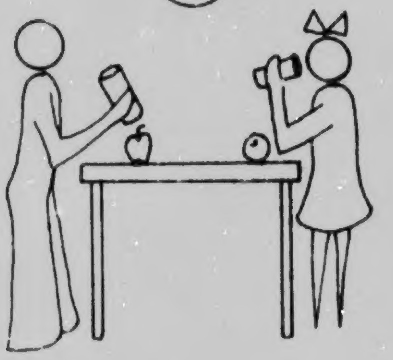
Est-ce que l'homme et la femme
mangent le déjeuner? Non, ____

______________________________.



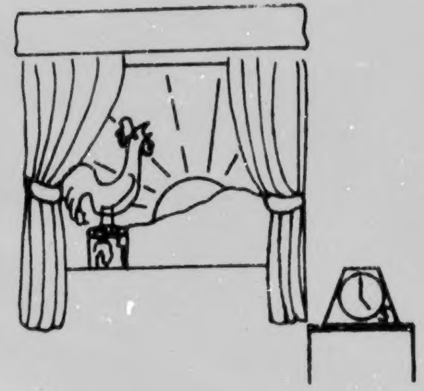
C'est le soir. Il est
neuf heures.
La femme fait la vaisselle
tard.
Est-ce qu'elle finit tôt?
Non, elle ne ____________.
Elle ______________________

L'apres-midi

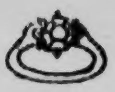


L'après-midi on prend le goûter.
Qui mange le goûter?
Le ________ et la __________

_________________________.

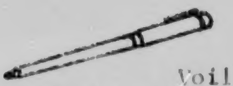


Il est tôt, le matin.

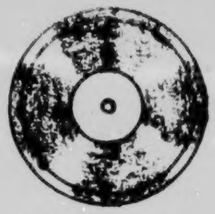


la bague

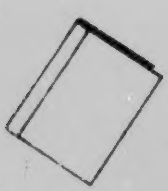
C'est une bague



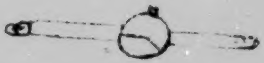
Voilà un stylo
Est-ce que c'est le stylo de Paul?



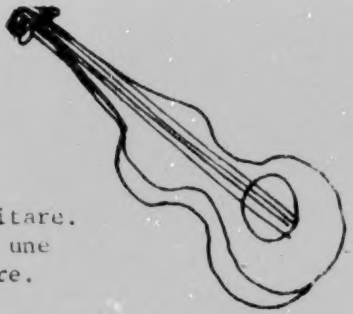
Le disque
C'est un
disque



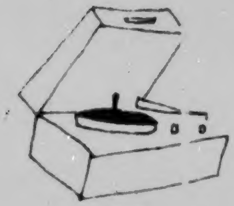
Le livre.
C'est un livre.



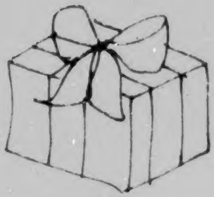
la montre.
C'est une montre.



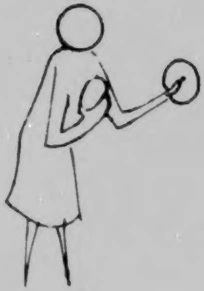
la guitare.
C'est une
guitare.



L'électrophone.
Un électrophone.
(le tourne-disque).

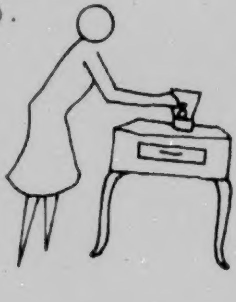


Le cadeau.
C'est un cadeau.

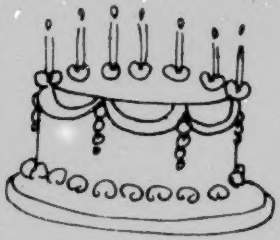


Qu'est-ce que la femme
prend? Elle prend un
disque. La femme a
combien de disques?

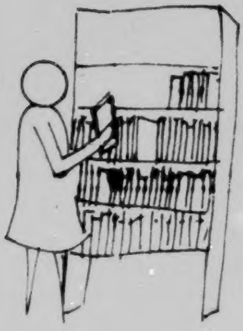
________________________.



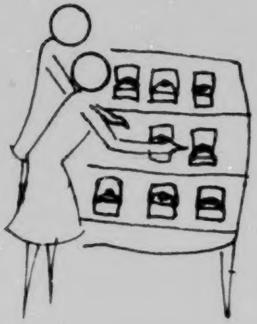
Est-ce que la
fille prend une
montre? Non,
elle ne________.
Elle____________.



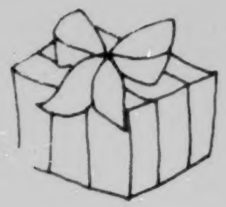
Voilà un gâteau pour un
anniversaire.



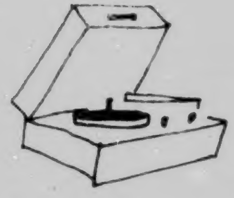
Marie regarde des livres.
Marie choisit un livre.



Qu'est ce que les filles choisissent?
Elles______________________________.



Qu'est-ce que c'est?
C'est un_____pour l'
____________de Marie.

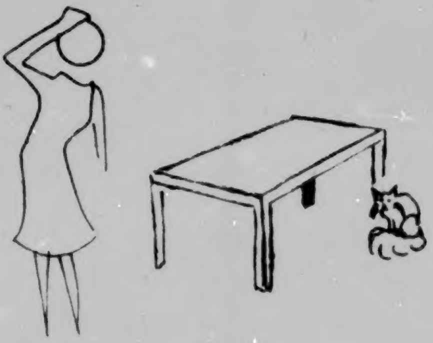


Est-ce que c'est un
cadeau? Non ce n'est
____________. C'est
_______________________.

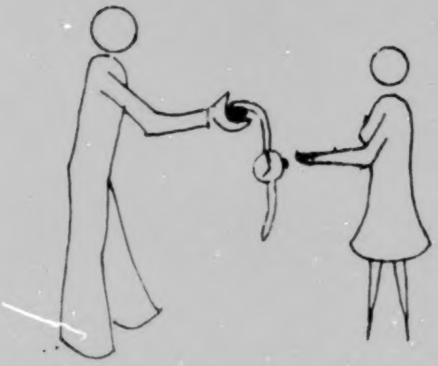
Object Pronouns

You know that the person doing an action is the subject. The word that describes the action is the verb. The person or thing that get the result of the verb action is the Object. In, "Mary gave the ball" "ball" is the thing that got given. "Ball" is the Object. If we replace the word "ball" by "it", and say "Mary gave it," then "it" is the Object pronoun. It is a Direct Object Pronoun.

When we say "Mary gave John the ball," we really mean "Mary gave the ball to John." "The Ball" is the Direct Object of the verb, John is also concerned in the giving of the ball, but indirectly, and so "John" in this sentence is called an "Indirect Object." You will learn more about Indirect Objects later.

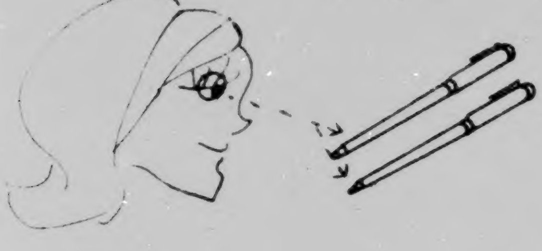


Marie cherche le chat.
Elle le cherche.
Où est le chat?
Il est derrière la table.
Marie ne voit (sees) pas le chat.
Elle ne le voit pas.

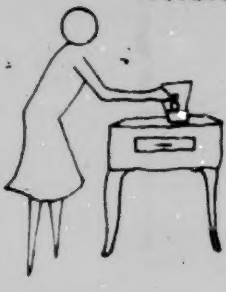


Il donne une montre à la fille?
Oui, il donne la montre.
Oui, il la donne à la fille.

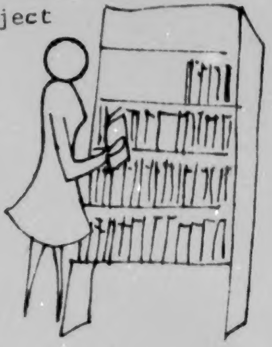
Have you seen an easy way of identifying the word to use for a direct Object **Pronoun?**



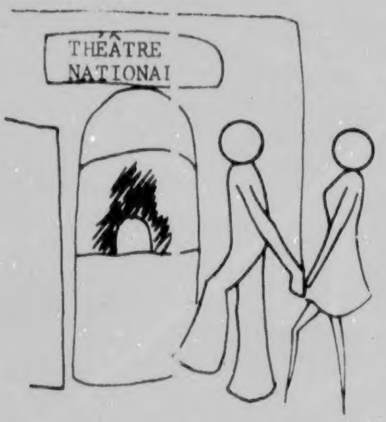
Elle regarde les stylos.
Elle les regarde.



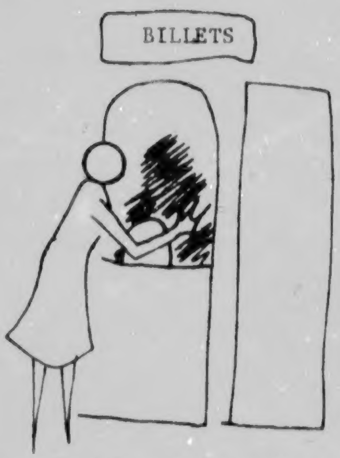
Est-ce que elle prend la bague?
Oui, elle __________prend.



Marie choisit le livre? Oui, elle ____choisit.
Est-ce que Marie va acheter le livre?
oui, elle va l'acheter.



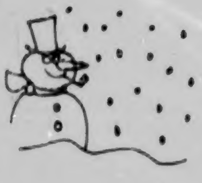
Jean emmène Brigitte au theatre.
Il ________ emmène au theatre.
Demain il va emmener Brigitte au concert.
Demain il va ______ emmener au concert.



Marie achète les billets?
Oui, elle ________ achète.

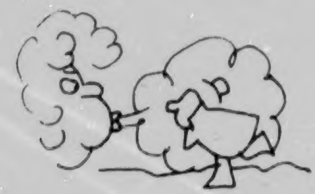
Les mois de l'année.

JUILLE

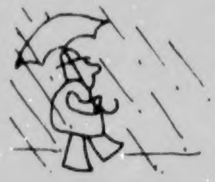


JANVIER

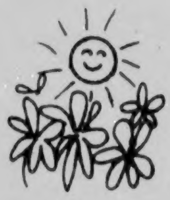
FÉVRIER



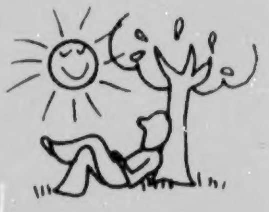
MARS



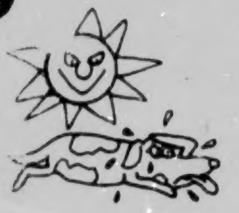
AVRIL



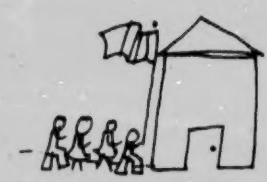
MAI



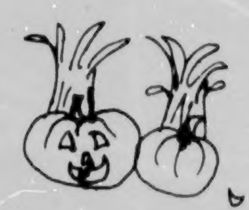
JUIN



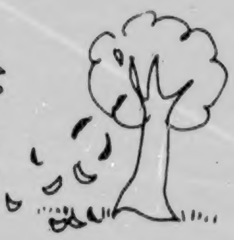
AOÛT



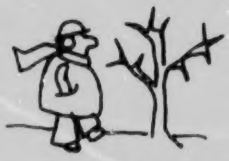
SEPTEMBRE



OCTOBRE

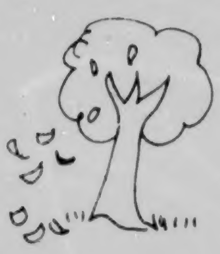


NOVEMBRE

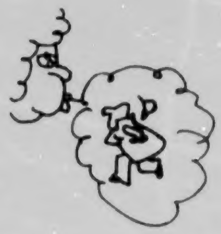


DÉCEMBRE

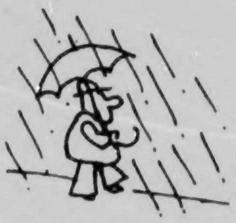
L'anniversaire de Paul est en Août.
En quel mois est l'anniversaire de votre (your) mère?
Il est ______________________________



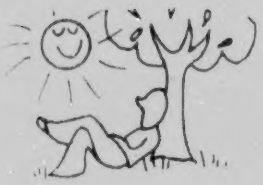
Est-ce que c'est le mois d'août?
Non, c'est ______

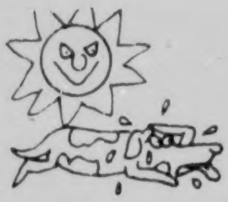


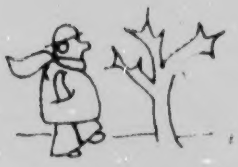
C'est Mars?
____

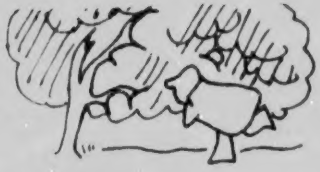


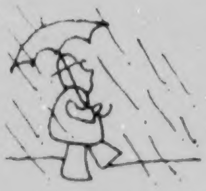
C'est Mai?
____

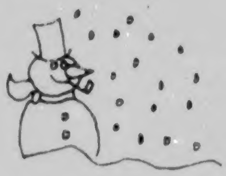

Il fait beau.

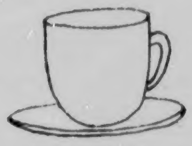

Il fait chaud.

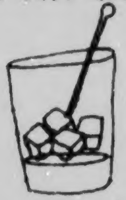

Il fait froid.


Il fait mauvais.


Il pleut.

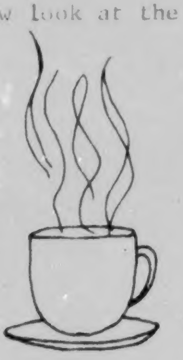

Il neige.

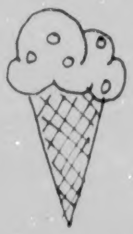

La tasse.
Le café est dans
une tasse.


Le verre.

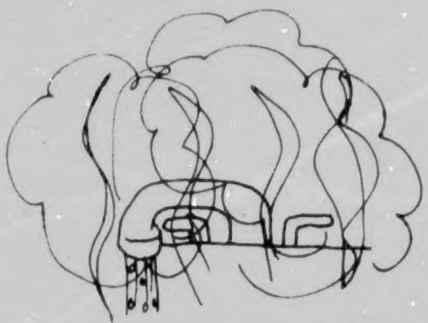
Le thé est dans
un verre.

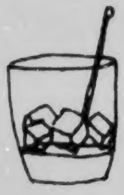
Which weather expressions use "Il fait?"________________________________.
Which ones do not?________________________________.
(Do you notice this new use of faire?)
Now look at the pictures and words below.


Le café est chaud.
Il est chaud.


La glace est
froide.

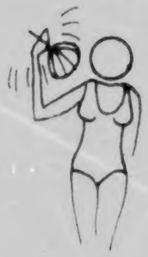
Elle est
froide.

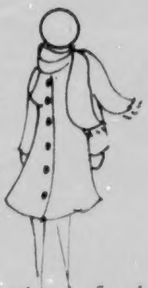

L'eau est chaude.
Elle est chaude.


Le thé est froid.
Il est froid.

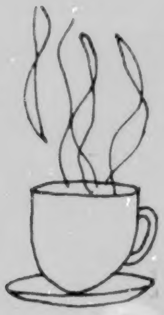
What verb do we use to say things are hot or cold?________________________.
Is it the same verb that we use to say the weather is hot or cold?______________.

But what about people?

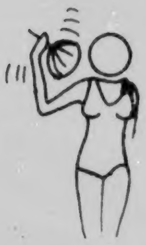

Marie a chaud.
Elle a chaud.


Marie a froid.
Elle a froid.

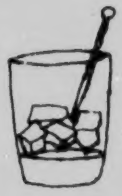
Do we use the same verb to say people are
cold as to say things are cold?__________.
Is it the same verb that we use to say
the weather is cold?______________.
What verb do we use to say people are
cold______________________________.
To say people are hot?______________.



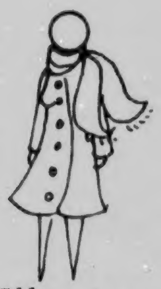
Il________________.



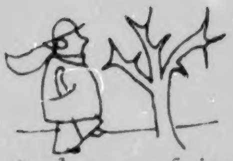
Elle__________.



Il__________.



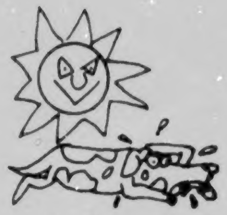
Elle_____________.



Quel temps fait-il?

____________________.

Est-ce que l'homme a chaud?__________.

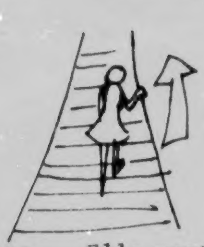


Quel temps fait-il?

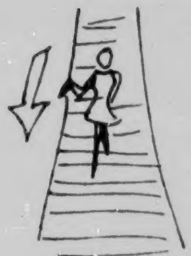
____________________.

Et le chien comment va-t-il?

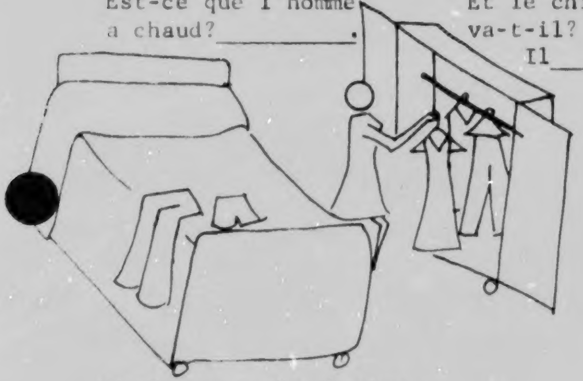
Il______________.



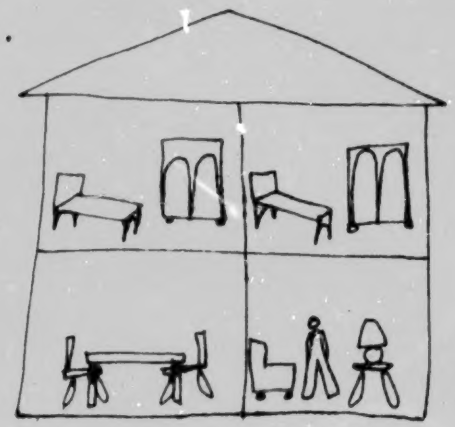
Elle monte.



Elle descend.



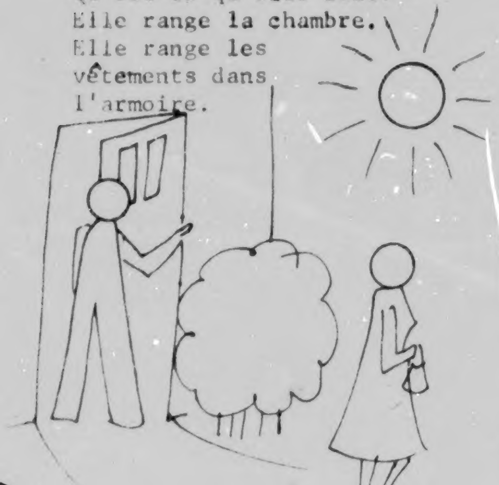
Marie range la chambre.
Qu'est-ce qu'elle fait?
Elle range la chambre.
Elle range les vêtements dans l'armoire.



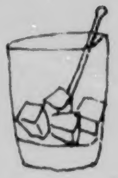
Il habite dans une maison.
Où est-ce que vous habitez?

____

Avez-vous un ami qui habite dans un appartement?
(Instead of "est-ce que vous avez" you can say "avez-vous.")

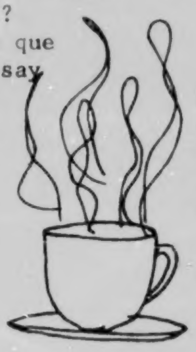


Madame Dupont part (departs).
M. Dupont reste à la maison.
Elle va faire les courses.
("part" is part of the verb "partir" which you will learn in Unit 9.)



Qu'est-ce que c'est?

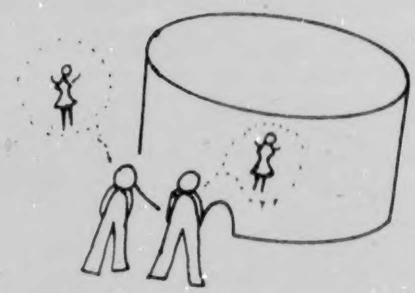
_____________________.



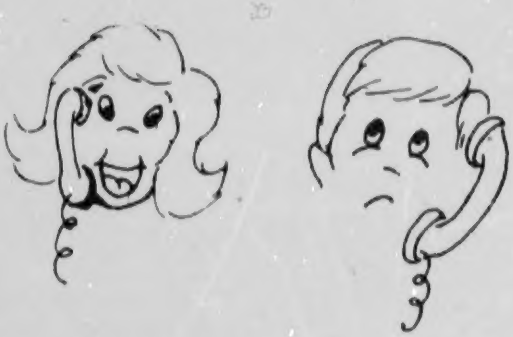
Est-ce que c'est une tasse?_____.
Il y a de la soupe dans

__________.

Est-ce que la soupe est chaude ou froide?
La soupe est_________.

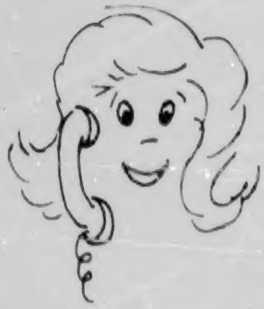


Les garcons sont devant le stade.
Mais, où sont les filles?
Marc et Luc attendent les filles.
Ils attendent devant le stade.

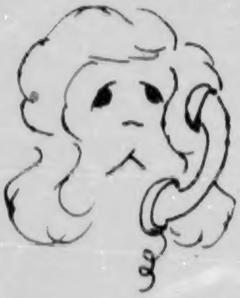


Sylvie parle. Paul écoute: il entend Sylvie
Sylvie parle et parle: elle parle trop:
Sylvie est bavarde. Paul n'aime pas cela.
Sylvie parle au telephone; elle telephone
à Paul

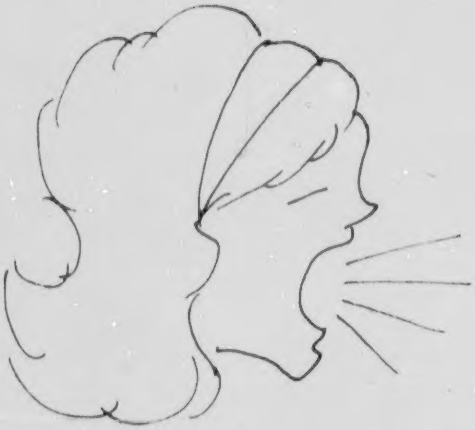
2 + 2 = 4. "C'est bien," dit le professeur.
2 + 2 = 5. "C'est mal: ce n'est pas bien,"
dit le professeur.



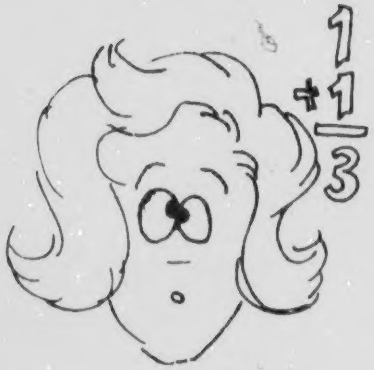
Sylvie dit "oh, oui___"
Elle entend bien.



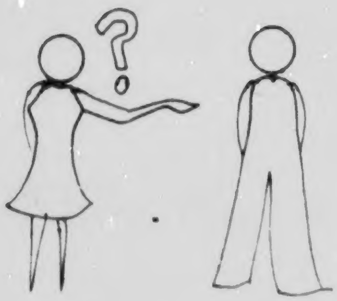
Sylvie dit "quoi, quoi.???"
Elle n'entend pas bien: elle entend mal.



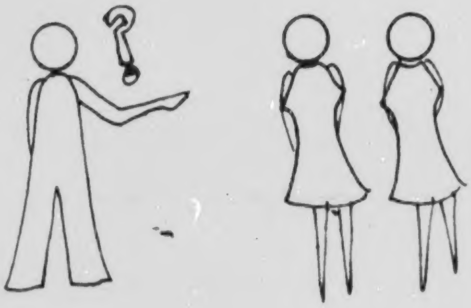
La fille crie.



Marie est au tableau.
Marie fait de l'arithmétique?
Est-ce que c'est bien?
Non, c'est m_____________.
Marie est intelligente?
Non, elle n'_____________.
Elle est b_______________.
Marie n'étudie pas: elle
est paresseuse.



Marie demande, "qui est-ce?"
Tu reponds, "C'est Paul."



Paul demande, "Qui est-ce?"
Tu reponds, "Ce sont Marie et Sylvie."

SPECIFIC SCHOOLS'
PROGRAMS

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CULTURAL CROSSROADS CURRICULUM

ROBINSON SECONDARY SCHOOL

Robinson Secondary School   Foreign Language Center

COURSE OBJECTIVES FOR CULTURAL CROSSROADS

The objectives of "Cultural Crossroads" are to give the student an orientation to the cultures represented by French, German, Latin, Russian, and Spanish, and a working vocabulary of travel expressions in order to make him/her a more informed person.

I. Culture

A. To acquaint the student with the geography of the country: borders, countries and major cities.

B. To introduce important historical concepts that will make travel enlightening and informative.

1. major historical events
2. major works and persons associated with art, music, and literature.

C. To expose the students to important customs and habits of the target country.

1. marriage, family life, foods and etiquette; holidays, school, religious institutions and government.
2. unusual groups particular to that country.
3. currency

D. To elimanate negative cultural stereotypes.

II. Language

A. To present basic travel expressions and vocabulary useful in getting around in each country.

1. how target language developed
2. numbers 1-1000
3. read a menu
4. ask and follow directions
5. read signs in train stations, bus terminals, airports and along the highway
6. be able to ask the cost of articles of clothing, foods and tickets (trains,movies)

B.

1. general orientation to language structure and grammatical terminology.
2. introduction to how language structure and (Level I classes) will be taught, i.e., use of tapes, drills, memorization of dialogs, etc.

III. Travel

A. To acquaint students with necessary travel preparations: those things that are needed for travel.

1. passports
2. tourist cards
3. student identification cards
4. shots

B. Agencies which disseminate information about the target country.

1. embassies
2. information centers in New York
3. airlines and railroads
4. travel offices in the target country itself
5. American Field Service
6. Agency for International Travel
7. Experiment in International Living

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Cultural Crossroads Curriculum: Basic Language Concepts

General Objectives:

1. To provide an opportunity for pupils to become familiar with a body of basic grammar terminology as an aid toward more successful language learning.
2. To provide practice in the recognition and the manipulation of those terms.
3. To provide an opportunity for pupils to experiment with some of the basic practice drill concepts which are currently used in foreign language skillbuilding.
4. To strengthen the pupils' existing linguistic abilities and develop their potential skills.

Content of this portion of the Cultural Crossroads Curriculum:

1. Names and characteristics of the eight parts of speech.
2. Typical basic functions of same.
3. Concepts of basic syntax.
4. Typical audio-lingual structure drills.

Specific material to be presented, practices, and tested:

1. The concept that all words can be roughly labeled as one of the eight parts of speech.
2. Nouns. Nouns as verb subjects, verb objects, and verb indirect objects.
3. Pronouns. Pronouns as replacements for nouns. Pronouns as subjects, objects, and indirect objects.
4. Adjectives. Articles: definite, indefinite, determinant, demonstrative, and possessive. Adjectives of color, size, number, shape, and condition. How adjectives 'modify' nouns.
5. Verbs. The concept of tense. More practice with transitive and intransitive verbs. More practice with direct and indirect objects.
6. Adverbs and how they modify verbs.
7. Prepositions. The concept of prepositional objects; hence, the concept of a prepositional phrase. Prepositional phrases as adjectives and adverbs.
8. Conjunctions. The concept of joining two sentences.
9. Interjections. How to recognize one.

Basic Language Concepts (continued)

Procedure for each of the segments of the content of this portion of curriculum:

1. A. Large-group overhead projection presentation by teacher. Examples modeled and explained by teacher.
   B. Further examples then worked out by a small-group onstage volunteer group of pupils. Reinforcement by teacher.
   C. Seatwork: further indifidual problem-solving worksheet activities to be practiced under the simulteneous supervision and reinforcement of all the teacher team members.

2. Take-home worksheets. To be checked by teachers and returned to pupils to provide feedback as to the pupils' success at manipulating the material.

3. Reinforcement: follow-up spotchecks by teachers in subsequent class periods as a regular feature of the ongoing development of the course.

4. Final evaluative instrument will include reference to the skills practices in this part of the course, and provide an opportunity for the pupils to show to what extent they have made progress toward the general objectives of this portion of the Crossroads curriculum.

Materials & Sources to be utilized:

1. One teacher who will made the presentations, supervise the practice, and correlate feedback from this portion of the curriculum.
2. An overhead projector with appropriate supplies. Projecturals prepared as needed.
3. A large-group classroom or the school theater for initial presentations and large-group supervised practice sessions.
4. Practice worksheets, one per pupil, one for each large-group session.
5. Other team teachers, who will supervise and reinforce practice sessions.
6. Practice take-home worksheets, one per pupil, one for each concept practiced. To be produced and provided by the teacher in charge of this part of curriculum.
7. Suggested subsequent follow-up classroom spotcheck drills for participating team teacher members. Provided by the teacher in charge of this project.
8. Appropriate final evaluative instrument: items to be tested at end of course. Provided by teacher in charge.

FRENCH CURRICULUM
FOR
CULTURAL CROSSROADS

FRENCH CURRICULUM FOR CULTURAL CROSSROADS

Trip Itinerary	Cultural Topics	French Language Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
General Comments:						
The trip itinerary is designed to acquaint the student with the geographical areas of France while exposing them to the cultural differences not only between France and The U.S. but within the country itself.	Cultural topics are based on the Fairfax County outline for cultural content.	To give the stud. a travel vocabulary of approximately 100 active & 200-300 passive words.	The objectives of the course are designed to give the student a working vocabulary of travel expressions and exposure to French cultures.	Evaluations will largely be based on: 1) Projects on France. 2) Teacher made tests on France. 3) Teacher made quizzes related to culture, geography and expressions presented.	Incorporated through out the course will be cultural assimilators, mini-dramas, maps, time line and panel discussion.	General Sources: 1) The 1972 Edition of Berlitz French for Travelers 2) The 1973 Edition of Fodor's France 3) The 1962 Edition of Teaching for Cross-Cultural Understanding 4) Rand McNally, World Atlas 5) Life: France 6) Life: Foods of the a. Classic Fr. Cooking World b. The Cooking of Provincial France 7) Hachette: En France 8) Holiday Magazine: France 9) Foreign study league: Comparative Culture and Government 10. Slides and materials from teacher's personal experiences in France and Viet-nam and Canda in 1959-1960, 1965, 1968, 1971, 1972
Theme: France Student Group Tour I. Orientation A. Stereotypes			To eliminate negative stereo-types: Example All French men wear berets and mustaches.	1) Given a list of stereotypes stud. Identifies these as true or false.	1. The student is given a list of stereotypes. 2. Stud. identifies his interpretation of these stereotypes. 3. Class discussion of misconceptions.	1) France: Comparative culture and Government. 2) Fodor's France
B. Climate		Clothing	To acquant student with the climates of France. To learn basic articles of clothing.	1) Included in teacher-made test on France	1. The student is given a work sheet with temparature changes from season to season and region to region. 2. Stud. Chooses what to bring on the basis of time of year and region.	1) Fodor's France 2) Berlitz France 1972
C. Geography of France	Geography		To inform student of geography of France: borders, principal regions and rivers, mountain ranges and imp. cities.	Teacher made quiz. Ex. Which is not a mountain range in France A. Alps B. Andes C. Pyrenées	1. Given a list of import geog. locations, stud. maps out trip itinerary 2. Movie	1) Rand-McNally atlas 2) Pan American Movie "France, Wings to France".

Trip Itinerary	Cultural Topics	French Language Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
General Comments:						
D. Landing customs		Plane & Airport	To Famiarilize student with the vocabulary needed for travel by air.	Teacher-made quiz and stud matches location on map with English equivalents	Stud. is presented with a situational dialog which includes airport expressing.	1. En France 2. Berlitz, France 1972
II. Paris A. Geog. of Paris		Following directions	To expose student to the geography of Paris.	1. Teacher-made quiz: Stud matches location on map with IMP. land marks. 2. Reports & Projects	1. Map reading a. Stud. is given a map of Paris (scaled down) b. Stud. is given a situational walking tour in order to identify importants sights & streets c. Stud. is given a situation. 2. Paris: film strip cassette & or slides. 3. Student Projects	1. Fodor's: France 2. Life: Guide to Paris 3. National Geographic Ile De La Cité Birthplace of Paris Vol. 133 # 5 May 1968 4. "Paris" F.S. 5. France Study Print series: Encyclopedia Brittanica Ed. Corp. (on order)
1. Traveling A. Bâteau Mouche B. Métro 2. Important sights in Paris A. Latin quarter B. Champs Elysée			To acqua int student with the modes of transportation in Paris. To familiarize student with the imp. sights of Paris. Ex. Sorbonne, Sacré Coeur	Included in teacher-made test.	1. Programmed Cultural assimilator 2. Slide presentation	1. En France 2. France Study Print Series: "Métro" 3. Slides of Paris
1. Currency		Numbers	1. To learn French numbers 2. To familiarize stud. with currency of France. (Francs)	Teacher-made quiz: mulitiple choice: Given an article in Francs stud. must choose U.S. currency (correct)	1. Game: Lotto (French Bingo) 2. Worksheet giving article in Francs stud. must give US currency equivalent.	1. Berlitz: France 1972 2. En France

Trip Itinerary	Cultural Topics	French Language Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
General Comments:						
2. Shopping		Shopping Vocabulary	To acquaint students with vocabulary needed for purchasing items.	Student is given situational questions pertaining to buying and student must respond in French	1. Student is presented with a situational dialog which includes shopping expressions 2. Mini-Drama: Student enter stores (French) to purchase items.	1. Berlitz: France 1972 2. En France
C. Louvre 1. Art a. Montmartre	Art		To expose student to French art and artists: Poussin, Renoir, Braque and the Center of living Art In Montmartre.	1. Included in teacher made test. 2. Student reports	1. Informational sheet on artists 2. Speaker and Paintings 3. Slide presentation 4. Student projects	1. Guest speaker 2. Slides on artists.
D. Comedie Française	Literature		To expose student with major literary works with particular emphasis on Camus and St. Exupéry	Included in teacher-made test.	1. Student is given informational sheet on authors. 2. Student is given excerpts from imprompt literary writings for his interpretation. 3. Movie	1. France: Comparative Culture and Government 2. Great men of France series 3. Le Petit Prince and L' Etranger 4. Une Journée à La comédie- française FX. cty film # 02286
III. Tour of Outlying areas: Bus and train		Bus vocabulary train bocabulary reintroduce food vocabulary	To learn vocabulary for travel by bus and train	Student is given situational question. pertaining to traveling by bus and train and eating picnic lunch. Student must respond in French	1. Student is presented with a situational dialog which includes bus and train expressions. 2. Mini-dram student takes bus to Versaille and has a picnic lunch using bus vocabulary and food vocabulary	1. Berlitz- France 1972 2. En France
A. Versailles B. Val Deloire and chateaux	Pre-revolution through WWI Pre-War History		To inform student of pre-war history. Ex. Louis XIV, the third estate, Napoleon and Clemenceau To inform student of French life and housing revolution through WW 1	Teacher made quiz matching Ex. built the palace of Versalle to get away from the common people. Matched with Louis XIV name.	1. Informational sheet on history. 2. Class discussion of people and periods. 3. Mini-drama of French Monarchy 4. Film strip presentation on Versaille history & architect. 1. Informational sheet on important chateaux as to architect. and history. 2. F.S. on Imp. Chateaux 3. Slide Presentation	1. France: Comparative Culture & Govt. 2. F.S. "Versailles" Located at Robinson 3. National Geographic: June 4, 1966 Vol. 129 #6 4. France: Holiday Magazine Travel Guide 5. Film Strip: "Chateaux De La Loire" Film Strip located at Robinson 6. Slides: personal

Trip Itinerary	Cultural Topics	French Language Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
General Comments:						
IV. Tour of Regions: Car		Car vocabulary international road signs	To acquaint student; with the car vocabulary 2 to learn how to recognize and identify road signs.	Teacher-made quiz: matching 1 student is given a paper to match English with French parts of car and Road signs Example: En Panne matched with break-down.	1. Student is given a diagram of French car and presented with vocabulary. 2. Game : "Mille Borne" situational card game to practice use of car vocabulary and road signs in French.	1. Berlitz: France 1972 2. En France
A. Dordogne Valley 1. Important products a. Wine 2. Prehistoric caves			To introduce student to the Dordogne and Garonne river region and the highlights of this area.	Included in teacher-made test	1. Slide presentation of Dordogne Valley 2. Classroom speaker 1. Movie on Lascaux caves showing prehistoric drawings of France.	1. Rand-McNally Atlas 2. Fodors: France 73 3. Slides 4. Movie: "Caves of Lascaux" located in city film library.
B. Pyrenées 1) Basque region			To acquaint student with the mountain region that divides France and Spain and its linguistic differences and unique culture. To inform student of Basque movement in last century to the American sheep raising in the west.	Incorporated in teacher made test	Slide presentation 1. Student is given a blank map of France to begin filling in products of each region. Ex. Sheep-raisings=Basque; Wine=Dordogne This will be an over-lay on original tour map.	National Geographic: June 1966 Basque Country Slides
C. Mediterranean coast. 1. Marseille a. holidays	Holidays of France		To expose student to the Mediterranean coastal area of France To learn the holidays of France and the customes pertaining to them.	Included in teacher-made test. Teacher-made quiz matching holiday with date: Ex. Bastille Day matched w/14 July	1. Slide presentation 2. Product map reintroduced 1. Progammed cultural assimilators to emphasize holidays	1. Slides of Mediterranean area 2. Berlitz: France 72d 3. Fairfax city outline 4. En France 5. Teach for cross-culture understanding
2. Resort areas			To accuanint student with the resort areas of France. Example: Alps, Riviera, English Channel.		1. Slide presentation	1. Slides of Resort areas

Trip Itinerary	Cultural Topics	French Language Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
General Comments:						
D. Provence-Midi 1. Foods		Rest. vocabulary	To learn rest. vocabulary reading of a menu and table etiquette and place settings.	teacher-made quiz. 1. Given a list of foods determine when they would be eaten: I.E. breakfast, lunch, snack or dinner 2. Given a list of situations, the student is to indicate whether the individual followed US or French etiquette	1. Student is given a menu and makes up own menu from It. 2. Mini-drama to introduce table etiquette and place settings. 3. Food projects 4. Speaker: guest	1. Time/Life Classic French Cooks and the Cooking of Provincial France. 2. Julia Child's Mastering The Art of French Cooking 3. Fodors: France '73 4. Teacher for Cross Culture Understan
E. Rhone Valley 1. Avignon a. Palais De Papes	Religion		To inform students of the development of Christiananity in France Example: Gauls, Romans, Christianity, Franks, Saint Louis (IX) and Crusades up to Louis XIV.	Included in teacher-made test.	1. Student is given a time-line which he will develop in more detailas he is introduced to the beginning of France on up to present day. 2. Class discussion 3. Class projects. Example: model of Carcasonne medieval City 4. Student is asked what period of time-line he would like to live in and why.	1. Filmstrip "Rhone Valley In France" (on order) 2. France: Comparative Culture and Government 3. France study print series: "France and Middle Ages"
2. Arles and Nimes	Architecture		To expose student to Roman influence thru architecture in France	Included in teacher-made test.	1. Slide presentation of architecture in France.	Slides
3. Camargue			To acquaint student with an area very typical of our Texas.	Included in teacher-made test.	1. Slide presentation of Camargue Life 2. Product map re-introduced	1. Slides of Campargue 2. National geographic May 1973. Vol 143 #5: France's Wild Watery South
4. Lyons	Education		To famiarlize student with the educational system of France compared to his own.	Included in teacher-made test	1. Sheet explaining education system 2. Mini-drama between U.S. student and French student	Teaching for cross-cultural understandi

Trip Itinerary	Cultural Topics	French Language Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
General Comments:						
F. Isere 1. Grenoble a. Alps	Sports of France.		To inform the student of the sports of France: Olympics, Mt. Climbing, Soccer, Boules, Rugby, Tour De France, Le Mans	Included in teacher-made test.	1. Class discussion 2. Class participation in game of boules	1. Fodor: France 2. Berlitz: France 72 3. The France and How they Work and Live
G. Alsace- Lorraine	Industry		To acquaint student with the industries of modern day France.	Included in teacher-made test.	1. Movie presentation 2. Class discussion 3. Re-Introduct product resource map.	1. Fodor: France 2. Movie "New Horizons" Fairfax City Film # 02596
H. Bretagne A. St Malo 1. Family customs a. A typical day with a family	Family life		In daily scheduling of time and life patterns: Example: La Sieste in the middle of the day and main meal to introduce student to the differences	Included in teacher-made test.	1. Mini-drama acted out by students which illustrates differences in time schedules 2. Slide presentation 3. Movie 4. Cultural assimilator depicting family patterns	1. Foreign study league printed materials and personal knowledge 2. Slides 3. Teaching for Cross-Cultural Understanding 4. En France 5. Movie: "En Bretagne" (state movie)
		Time re-introduce numbers	To learn the telling of time and the European time Example: 2400 hours=12 midnight	Teacher-made quiz: Multiple choice: Ex Midi a) 12 noon b) 12 midnight		
B. A non-working day 1. Market 2. Boating	Social life and customs		To famiarize student to the recreational activities at home: Ex. Le Marché, Le Café	Included in teacher-made test	1. Slide presentation of Marché: Café, Mussel Fishing, Wedding 2. Programmed cultural assimilator. 3. Product map Re-introduced	Slides
3. Folk music and dancing	music and dancing		To introduce student to the Folk Songs and Folk Dances of certains regions of France Ex. "La Normande," Brittany Folk dance, La Marseillaise	Teacher-made quiz: ex : Student hears a piece played and matches it with name of song.	1. Student is given a copy of the songs to learn 2. Record: music appreciation with historical backgroung presented. 3. Student is taught a French folk dance.	1. Records: "Chansons De La Vielle France" "Grands airs Francais Volum I" 2. France: Comparative Culture and Government

Trip Itinerary	Cultural Topics	French Language Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
General Comments:						
C. Trip to Mont St. Michel.	Folk-Lore		To familiarize student with one of the wonders of France and its folk-lore. Example: St Michel and the Devil	Included in teacher-made test.	1. Present student with stories about St. Michel and The Island. 2. Take a walking tour around the Island by teacher	1. France study print series: Mt. St. Michel. 2. Assignment in Brittany by Helen MacInnes
I. Normandy 1. World War Beaches 2. Important personalities to the development of France. a. Joan of Arc b. Charles De Gaulle	Modern History from WW II to present government.		To inform student of French modern history from WW II up to today: Example: D. Day, De Gaulle, Pompidou, Republics and Colonial Strife (Vietnam and Algers)	Teacher-made quiz. Matching on time line Example: Vietnam matched with former Colony of France 2. Given time sequence student matches with event in history and government.	1. Re-introduce and complete time line. 2. Student is given a simulated newspaper and/ or authentic copy of WW II headlines. 3. Class discussion 4. Class projects. Example: Joan of Arc-First woman Lib. and today France in the European common market.	1. France: Comparative Culture and Government. 2. Fodor: France 73 3. Tape cassette: Jeanne D' Arc Charles De Gaulle.
Summary			To summarize the Regional names and differences of France: costumes, food, product language, customs.	Teacher-made quiz on regions and products. 1. Multiple choice The most famous city for silk ans lyons. 2. Map-place product in proper region.	1. Re-introduction of product map and an overlay map is drawn to show name of regions Provinces + Departements. 2. Class projects on costumes, etc. 3. Movie	1. City film # 02460 Movie: "Modern France-The Land and The People"
Return Home 1. Student investigates other areas where French is spoken a. Canada b. Switzerland c. Africa d. United States 2. Influence on United States.			To expose student to other areas where French is spoken Example: Martinique, Algerie	Included in teacher-made test	1. Film strip: 1. La Salle 2. Cartier 3. Champlain 2. Student projects 3. Film strip: The French and Indian wars 4. Class discussion	1. Film strip # 9270 2. Film strip # 11200

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Trip Itinerary	Cultural Topics	German Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
I. A. General Background and Geography	Geography	German names of countries	1 To acquaint students with the geography of Germany: borders, mountains, lowlands and major cities. 2 To acquaint students with necessary travel preparations. 3 To introduce important historical concepts that will make sightseeing enlightening and informative	1. Multiple choice quiz and map 2 On Final Test 3 On Final Test	1 Student completes map and maps out itinerary 2 Discussion - students will keep notebook 3 Lecture	Rand McNally Atlas Maps from German Information Center Fodor's Germany, Fielding's Guide to Europe, Fodor's Europe Approved county films Embassy films German Information Center Within the Frontiers of Germany Personal experiences from summer, 1973 trip to Europe
B. Frankfurt - Customs C. Airport Expression D. Currency Exchange and Hotel registration E. Dinner F. Meeting with groups of students and parents	Money Foods Family life	airport expression Money and Numbers Hotel foods "you" : formal and familiar	1 To explain the controls imposed on travellers abroad 2 To learn expressions necessary when travelling by plane 3 To learn hotel expressions and to become familiar with the currencies of Germany, Switz., and Austria 4 To learn menu expressions and table etiquette 5 To eliminate negative cultural stereotypes 6 To expose the students to important customs and habits of Germany	1. On Final Test 2 Matching Test 3 German ↔ English 4 Quiz: designate foods appropriate for certain meals 5. identify true statements of Germans money	1 Discussion 2 Manipulate short dialogs, role play 4 Mini-drama to show table etiquette, food preparation. 5 Students make lists of their impressions of Germans. Use cultural simulators to start discussion.	Fodor's Germany, US Customs brochures Berlitz, German For Travelers Flashcards made with magazine pictures and 3 x 5 cards Posters: "learning centers" Fodor's Germany Teacher-made Cultural Simulators Hersch: Getting the Most Out of German
II. Southern Section A. Castles and Cathedrals B. Bayreuth C. Alps-Oberammergau D. Bus E. Climate F. Shopping in Munich	Art Music Geography	Bus travel Numbers Clothing	1 To introduce some architectural styles and periods common to Southern Germany 2 To introduce representative composers 3 To discuss the significance as a border - Passion Play 4 To acquaint students with expressions necessary to ride a bus 5 To acquaint students with climate of Germany 6 To acquaint students with vocabulary related to clothing	1. Identification quiz of castles and church styles. 2. On Final Test 3 On Final Test 4 Matching quiz Quiz on conversion 5 Matching: name with picture	1 Slide show 2 Students will "build" a medieval town: castle, church Attack - wall Discussion of significance. 3 Discuss and listen to works. 4 Manipulation of simple dialog. 5 Worksheet with F - C conversion	1 Slides of castles 2 Transparencies of serfdom 3 Recordings 4 Berlitz: German For Travelers 5 Fodor's Germany 6 Berlitz German For Travelers 7 Bibliog. Instit.: Kinderduden 1-6. Personal experiences from living in Bavaria, July 1973

Trip Itinerary	Cultural Topics	German Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
III. Black Forest - Rhine A. Bodensee - Freiburg B. Train	Metrics	Train travel	1. To introduce students to unusual groups particular to Germany 2. To learn necessary train traveling expressions 3. To acquaint students with importance (and wide-spread use) of trains throughout Europe 4. To familiarize students with metric system: KM	2. Matching Quiz 3. On Final Test 4. Students will convert several distances to km.	2. Manipulate simple dialog 3. Discussion, view movie 4. Worksheet with practice exercises for m./km. conversion	Fodor's Germany Bibliog. Inst. Kinderduden Berlitz' German For Travelers Fodor's Europe Movie: "Trains of Europe" Personal impressions, summer 1973
IV. Rhine: Bonn-Essen A. Boat B. Koblenz: Mosel River C. Bonn: Politics D. Essen	Foods Government Industry	Boat travel Common political terms	1. To learn necessary boat traveling expressions 2. To acquaint students with most important waterways: historical significance, present day attractions 3. To introduce students to the wine growing region 4. To introduce the present government structures to the students 5. To compare the industrial region (Ruhr) with the Southern region	1. Matching Quiz 2. On Final Test 3. On Final Test 4. True-False, Multiple choice Quiz 5. On Final Test	1. Work with flashcards Manipulate simple dialog 2. Map exercise: follow a water route from South to North Sea and Baltic Sea 3. Discuss wine making 4. Lecture and discussion 5. View film - discussion	Flashcards Rand McNally Dittoed maps and transparencies Bibliog. Institute: Kinderduden Brochures from German Information Center Plischke: Contemporary Government of Germany German Information Center: Germany / Questions and Answers Film: "German Embassy" German Information Center: Within the Frontiers of Germany
V. North Germany A. Hamburg B. Frisian Islands C. Fishing and sailing - Lubeck and Kiel	Industry	English Cognates	1. To introduce the student to the Northern lowlands and major shipping port 2. To inform students of similar background of German and English 3. To acquaint students with unique island cultures of the North German coast; camping 4. To learn expressions associated with past times on the water	2. Students define more difficult cognates 3. On Final Test 4. Matching Quiz	1. View film/discussion 2. Worksheet 3. Slides with discussion 4. Work with flashcards and pictures	Fodor's Germany Harcourt, Bruce and Jovanivich: So ist Es! Fodor's Germany Materials from German Information Center (free!) Personal impressions from travel, summer 1973

Trip Itinerary	Cultural Topics	German Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
D. Bikes and Hostels E. Northern Writers F. Kiel Canal G. Farming and Fishing	hosteling literature		1. To show students the great physical difference (geographic) in small Germany: North vs. South 2. To discuss the popularity of biking 3. To show how students often spend vacations 4. To acquaint students with Youth Hostels 5. To introduce 19th century German writers and selected works 6. To expose students to the role played by canals in North German commerce 7. To show the students the mainstay of North Germany	1. True-False Quiz - student identifies whether in North or South 2. On Final Test 3. On Final Test 4. On Final Test	1. Slide show - pointing up differences 2. Discuss bike paths: reasons for popularity 3. Films 4. Lecture on history of Youth Hostels	Slides German Information Brochure: Within the Frontiers of Germany Films from German Embassy: Brochures from Lufthansa on bike tours; from German Youth Hostel organization College Outline Series: German Literature
VI. Berlin A. East/West Germany B. East Germany C. Sports: Soccer	History History sports		1. To discuss the present East/West relations and development after World War II 2. To discuss the developments of the German empire: Bismarck and Wilhelm I, II - fall: World War I 3. To acquaint students with development of German political situation: World War II to 1948 4. To learn about the game of soccer	1-3. All included in one comprehensive True-False, Multiple Choice Test 4. True-False, Match Quiz	1. Films, slides student projects and reports 2. Discussion 4. Student report on rules, team	Nat'l. Carl Schurz Association Rodes: Germany - A History German Information Center: Germany / Questions and Answers Virginia H. S. League Official rulebook

Trip Itinerary	Cultural Topics	German Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
VII. Austria A. Vienna - Innsbruck B. Music C. Seilbahn, Alm D. Taxi	Government Music Geography	Taxi Vocabulary Road signs	1. To acquaint students with the country of Austria and compare it with Germany & - discuss historical developments - discuss government 2. To introduce famous Austrian composers and their work 3. To show how the Alps influence the way of life of the Austrian: work and leisure 4. To learn necessary expressions for taxi travel 5. To learn how to read German road signs	1. True-False, Matching Test 2. Match music with composers 3. On Final Test 4. Matching: English-German	1. Do map exercises Reports, schematic drawings government structure 2. Listen to recordings 3. View film, discussion, cultural simulators 4. Work with city map - students folow directions to reach destinations; role paly	Aust. Institute: Austria - Facts and Figures Records: in-house and library Film - FCPS Vienna - maps, brochures Personal experiences, July 1973
VIII. Switzerland A. Zurich B. Chocolate, cheese and watches C. Neutrality	Government		1. To acquaint students with the country of Switzerland and compare it to Germany and Austria 2. To familiarize students with products important to the Swiss economy 3. To acquaint students with historic Swiss role in world relations	1. True-False, Matching 2. On Final Test 3. Short answer quiz	1. Map, exercises Discussions 2. View film - reports after students take store surveys 3. Lecture, discussion, speaker	Reference book on Zurich - As It Was and Is Now Film Personal experiences, summer 1973 Swiss Embassy
IX. Schools	Education		1. To introduce students to the general pattern of European school systems and discuss how those of Germany, Austria and Switzerland differ from each other and from that of the USA	1. Matching and short answer quiz	1. Discussion and slide show	German Information Center: Germany / Questions and Answers "A Changing Society - Education" (brochure) Personal visits to schools in Harburg and Munich, July 1973

LATIN CURRICULUM
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UNIFYING THEME	LEARNING OBJECTIVES/EVALUATIVE INSTRUMENT		ACTIVITIES	MATERIALS & SOURCES
Imaginary Trip to the World of Caesar & Cicero I. Preliminary Preparation	A. Proper dress for the trip	Question and answer session based on class research	Roman Fashion Show done by Latin Club members and class members if time allows.	Daily life in Ancient Rome Cancopino Roman Life - Johnstone A Day in Old Rome Wm. Stearns Davis
	B. Necessary language for the trip	Oral Drill on greetings, directions, etc.	1. Mini-dramas of frequent situations the traveler would meet in ancient Rome, Naples, Herculeneum and Pompey	Hic Dicitur Latine Latin I textbook
		After discussion set up teams and have students name as many Latin words in English language as possible	2. Discussion of Latin words incorporated into the English language, Latin place names.	Charts constructed for this purpose Map of New York State. Movie : English Language -Story of Its Development.
	To make the Latin language easier to understand	14 prefixes 14 root verbs Develop lists of English Derivatives based on these 14 prefixes and 14 roots	3. Discussion of the extent of derivation of the English Language from Latin.	Latin I Textbook Medical Speed Reading
	To acquaint the student with the fact that Latin is a basic Language		4. Discussion of Latin's influence on other languages. 5. Roman influence on modern world-law, art music, etc.	Comparative Study Charts by German-Latin Students Spanish-Latin Students French-Latin Students
	C. Customs of the Romans you will want to know 1. Food & how served 2. Time of meals 3. Mode of travel 4. Roads-major roads in ancient Italy		Reports by individual students on details of the 4 topics Viewing a movie Viewing a filmstrip	Daily Life in Ancient Rome Cancopino Roman Life Johnstone A Day in Old Rome - Wm. Stearns Davis The Roman Way of Life Filmstips & slides with casette for explanation -Singer Society for Visual Education Movie-Claudius-Boy of Ancient Rome

II. Embarkation on The Time Capsule-Controls Will turn time backward to February 44 B.C. Time Capsules Flight will take us on a quick airborne trip over the Roman provinces throughout the known world of Julius caesar	To learn the extent of the Roman world in Julius Caesar's time and how the Roman acquired it. To focus special attention on Gaul, its people, Caesars conquests and its influence on the fate of Rome	Assignment of different sections of Roman history to groups (teams) of students to 44 B.C. (Caesar's Bir t'h) after teacher lecture After class discussion and lecture teacher made exam on highlights of six divisions of Roman history-not detailed but on the major events and figures of a period	Survey of Roman History to the time of Caesar by teacher lecture : (SEE ATTACHED IMPERIUM ROMANUM) 1. Aeneas and the TROJAN WAR 2. The Roman Kingdom and Its 7 Legendary Kings 3. Early Republic 4. Middle Republic 5. Late Republic 6. Julius Caesar: the Transition figure	Outline of Roman History (teacher made) Maps of the Roman World Detailed map of Italy Caesars: Might and Madness Ivar Lissner Movie: Julius Caesar- The Rise of the Roman Empire (Movie in flight) Second Year Latin -Scudder Companion to Caesar - Pearl Greece & Rome National Geographic
III. Trip Itinerary A. ROMA 1. Forum - center of Roman public life, and a visit to Temple of Jupiter Stator, Temple of Vesta, Temple of Saturn Senate House, Shops (Taberna), Rostra, Slave auction. 2. Palatine Hill 3. 'Insulas' 4. Circus 5. Seven Hills of Roma	A. Roma 1. Forum-to learn of: a. Government of the Republic b. Law with a focus on Cicero and his life. c. Religion d. Slavery in Roma e. Business & Trade 2. Palatine Hill- to learn of the way the wealthy patrician class of Roma lived. 3. 'Insulae' -to learn of the life of the 'inner city' of Roma. 4. Circus-to learn of public games and chariot races held in honor of festivals. 5. Seven Hills of Roma- to learn what they are noted for-their legends and history	Two teacher made tests or quizzes; one on the Forum, the other on the Palatine Hill, 'Insulae,' and Circus Outside research on reports on various topics assigned to students	1. Introduction to 'Roma' by teacher and assignment of topics for research 2. Enactment of Cicero's First Oration Against Catiline by students complete with student introduction of the background (assigned topic)	1. Movie, The Spirit of Rome Cicero and His Orations-D'Ooge Companion to Cicero - Pearl The Roman Way - Hamilton Movie: Julius Caeser, Act III - Scene II The Forum 2. Pillar of Iron - Taylor Caldwell Caesars: Might and Madness Ivar Lissner The Roman Way – Hamilton D'Ooge – Cicero's Orations 3. Slides of ancient Roma acquired during summer 1973 trip by teacher

B. POMPEY & HURCULANEUM 1. Homes 2. Baths 3. Shops 4. Library 5. Theatre	1. Homes-to learn the plan of a Roman home, Roman art & mythology 2. Baths-to learn the structure of and purpose of Roman baths. 3. Shops-to learn of the different types and purposes of Roman shops. 4. Library-to learn the construction of Roman books, Roman authors, and Roman literature. 5. Theatre-to learn the structure of the theatre and the role and type of Roman drama in the late Republic.	Slide presentation of slides acquired by teacher in summer 1973 with students identifying types of structure and its purpose as slides are presented	1. History of Pompey and Herculaneum by teacher 2. 5 teams doing outside research & reporting on homes, baths, shops, library, and theatre	1. Slide presentation of Pompey and Herculaneum. 2. Movie: Pompeii-Once There Was a City 3. Movie: Urbs Mea 4. Movie: Roman Life in Ancient Pompeii. 5. Roman Art - Abbate 6. Classic Myths - Gayley 7. Mythology - Hamilton
C. Reembarkation onthe 'Time Capsule' for the trip to the present again	1. To view Vesuvius, Cumae, and Paestum for history of Vesuvius, legends of Cumae (particularly in connection with Vergil's Aeneid), and Paestum to introduce influence of the Greeks on the Italian Peninsula.	Short teacher made quiz for just the major points stressed	1. Slide presentation acquired by teacher in summer 1973. 2. Reading from Book VI Vergil's Aeneid	1. Slides by teacher 2. Vergil's Aeneid – Translated by Mandelbaum

Imperium Romanum (Survey of Roman History)
SPQR (Senatus Populusque Romanus)
(Senate and the Roman People)

I. Aeneas and the Trojan War (1193 - 1183 B.C.)

Recommended Reading: Vergils' "Aeneid" (in translation)
Homer's "Iliad & Odyssey"
Private Life of Helen of Troy - John Erskine

Aeneas from whom Augustus Caesar is said to have descended established himself and followers in LATIUM.

Aenas' son Ascanius who becomes known as Iŭlus (whence comes the Julian GĔNS) transfers the realm from Aeneas' town Lavinium in Latium to ALBA LONGA.

SILVIUS PROCA, a succeeding king to Ascanius has

two sons
Numitor & Amulius
Rhea Silvia (M.MARS)
Romulus Remus

II. The Roman Kingdom and Its 7 Legendary Kings - 753 - 510 B.C.

(Note of comparison - 953 B.C. Greeks settled in Southern Italy - called it MAGNA GRAECIA)

753 B.C. The Legendary Founding of Rome by Romulus & Remus
Story of the Sabine women.

Numa Pompilius - wrote good laws and added 2 days to calendar

Tullus Hostilius - story of the Horatii & the Albani; war with the Sabines; the Saturnalia established.

Ancus Marcius - built OSTIA, seaport of Rome; grandson of Numa Pompilius

Lucius Tarquinius Priscus - The great builder - Temple of Jupiter, Circus Maximus, Large Sewer System known as Cloaca Maximus)

Servius Tullius - new constitution for the Roman state which gave plebeians political power. He was murdered by his son-in-law Tarquinius Superbus.

Tarquinius Superbus - son of Tarquinius Priscus story of the Sibylline Books Rome grew in power and became head of the Latin Confederacy Tarquin's reign is known for its tyranny He is finally overthrown and expelled by Lucius Junius BRUTUS in 510 B.C (story of Sextus, son of Tarqiun - he violated Lucretia, wife of his cousin Tarqiunius Collatinus Lucretia committed suicide and on her death bed made her husband swear to avenge her by driving out the Tarquins).

Lars Borsena king of the Etruscans, instigated by Tarquinius Superbus wars with Rome, but is defeated

III Early Republic 509 - 275 B.C. = Strengthening of Internal govt and expansion on the peninsula of Italy

509 B.C. Brutus and Tarquinius Collatinus are the First Consuls Brutus puts to death his two sons who sought to restore Tarquin Rome becomes a Republic ruled by representatives of the people.

451-449 B.C The Decemvirs and the Laws of the Twelve Tables

343-290 B.C. The Samnite Wars

287 B.C. Bitter struggle between the common people (plebs) and nobles (PATRICII) for power ended in recognition of equal rights for all free citizens PLEBS won right to intermarry with patricians and hold offices

280-275 B.C. War with Pyrruhus - his defeat and acquisition of "Magna Graecia" by the Romans (Source of the expression "PYRRHIC VICTORY").

IV. Middle Republic 266-146 B.C. "Outward Expansion"

266 B.C. Romans completed the conquest of Italy north to the Po river, had won Magna Graecia, and ruled splendidly, almost as a single nation, the entire peninsula

264 - 146 B.C Series of wars against outside nations made Rome the one great power of the Mediterranean World The fiercest and most important of these were waged against Carthage in North Africa - "The Punic Wars".

264 - 241 B.C. First Punic War - Carthags under Hamilcar loses Sicily, Sardinia, Corsica.

218 - 201 B.C. Second Punic War - Hannibal is defeated at the battle of Zama by Publius Cornelius Scipio Africanus Maior.

200 - 197 B.C. War with Philip V of Macedon (Greece) - Romans had Sicily, Sardinia, Corsica and Spain by now

192 - 189 B.C. War with Antiochus the Great of Syria (Hannibal was taking refuge here at this time - he fled to Bithynia.

171 - 168 B.C. War with Perseus of Macedon.

149 - 146 B.C. Third Punic War -- P Cornelius Scipio Aemilianus Africanus Minor destroys Carthage

146 B.C. Mummius Destroys Corinth - Lucius Mummius sacked and burned Corinth and sold its inhabitants into slavery, and carried its art treasures to Rome

Literature of the above Historical Periods

Preliterary Period -until 240 B.C. - First writings in services to the State, books of ritual, treaties

SATURA -- medleys of verse with music developed through the years by LUCILIUS, PERSIUS, JUVENAL AND HORACE into the satire

First Literary Period - 240-80 B.C.

240 B.C. LIVIUS ANDRONICUS - substituted regular drama for normal SATURA (one year after First Punic War.)

200B.C. CNAEUS NAEVIUS - adapted Greek type of drama - tragedy and comedy his Saturnian poem on the First Punic War told not only contemporary history, but also helped shape the Legend of the settlement of Aeneas in Latium

254 - 184 B.C. Titus Maccius Plautus - greatest comic dramatist of Rome - best and most important specimen of Early Latin

239 - 169 B.C. Q. ENNIUS - cultural ideas - "Magna Graecia".

148 - 103 B.C. LUCILIUS -first to mould Roman satire into that-form developed by Horace Persius and Juvenal.

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V. Later Republic - 133 - 44 B.C

133 B.C.	The agrarian reforms by Tiberius Gracchus, carried on after his assassination by his brother Caius Gracchus.
112 - 106 B.C.	War with Jugurtha, King of Numidia
102 - 101 B.C.	Marius defeats the Cimbri and the Teutons
88 - 84 B.C.	Sulla's first war with Mithridates in the East.
88 - 86 B.C.	Civil War between Sulla & Marius
82 - 79 B.C.	Sulla rules as Dictator at Rome

* Gaius Julius Caesar - 100 - 44 B.C.

68 - 59 B.C.	Caesar ran the "CURSUS HONORUM" = Quaestor, Aedile, Praetor, Consul
60 B.C.	First Triumvirate - Caesar, Pompey, Crassus
* 58 - 50 B.C.	Proconsul Conquest of Gaul & Britain
48 B.C.	Aug 9. Defeats Pompey at the Battle of Pharsalus.
47 B.C.	Conquers Ptolemy, King of Egypt
47 B.C.	Pharaces defeated (King of Pontus)
46 B.C.	Defeats Scipio & Juba at Thapsus.
45 B.C.	Defeats the sons of Pompey at Munda.
45 - 44 B.C.	Rules as Dictator at Rome.
44 B.C	March 15 (Ides of March) Caesar is assassinated!

* Marcus Tullius Cicero 106 - 43 B.C (Recommended Reading: "Pillar of Iron"
by Taylor Caldwell.

As Caesar represents the highest qualifications of statesman, general, and author so does Cicero represent the Latin prose, in its most finished form; his oratory is only surpassed by Demosthenes of Greece. Cicero's letters give us a glimpse into Roman life as if you had viewed a Roman family on modern television.

Caesar & Cicero respected each other's greatness but were never great friends, because Cicero as a true representative of the Roman Republic, feared Caesar's political principles. 44 B C After Caesar's assassination, Cicero delivered his "Philippics" against Antony whose power he feared was detrimental to the rights of the Roman people. (these speeches of Cicero were called "Philippics" because of their resemblance to the speeches delivered by Demosthenes against Philip of Macedon who was threatening the liberties of Greece)

LIST OF ROMAN RULERS FROM MARIUS TO CONSTANTINE

The Republic
(Circa 510 B.C. - 30 B.C.)

Period covering the dictatorship of Marius	107 - [illegible]
Sulla's dictatorship	82 - 79
Pompey's exercise of abnormally wide dictatorial powers	67 - [illegible]
Julius Caesar's dictatorship	46 - 44

The Principate
(30 B.C. - A.D. 284)

The Julian-Claudian Dynasty (30 B.C. - A.D. 68)

Augustus (Octavian)	30 B.C. - 14 A.D.
Tiberius	14 - 37
Gaius (Caligula)	37 - 41
Claudius	41 - 54
Nero	54 - 68
Galba, Otho, Vitellius	68 - 69

The Flavian Dynasty 69-96

Vespasian	69 - 79
Titus	79 - 81
Domitian	81 - 96

The Adoptive Emperors (96 - 138)

Nerva	96 - 98
Trajan	98 - 117
Hadrian	117 - 138

The Antonine Dynasty (138 - 192)

Antoninus	138 - 161
Marcus Aurelius Verus	161 - 180
Commodus	180 - 192
Pertinax Didius Julianus	193

The Severan Dynasty (193-235)

Septimius Severus	193-211
Caracalla (Bassianus)	212-217
Opellius Macrinus	217-218
Elagabalus	218-222
Alexander Severus	222-235

The Soldier-Emperors (235-284)

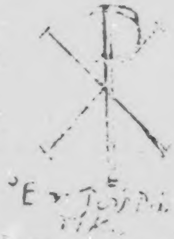
Maximinus the Thracian	235-238
Gordian I, Gordian II, Balbinus, Pulpienus	238
Gordian III	238-244
Philip the Arab	244-249
Decius	249-251
Trebonianus Gallus	251-253
Valerian	253-260
Gallienus	260-268
Claudius II Gothicus	268-270
Aurelian	270-275
Tacitus	275-276
Probus	276-282
Carus, Carinus, Numerian	282-284

The Dominate
(284 - 337)

Diocletian	284-305
Galerius, Constantius, Chlorus, Severus, Licinius, Maximian	
Maximinus, Daia, Constantine	305-324
Constantine the Great	324-337

Constantine the Great .... 325 - 337

Removed his government from Rome to Byzantium, which was renamed Constantinople. Constantine called the first ecumenical council "Council of Nicaea" (325) to decide the Arian heresy the Council of Nicaea overwhelmingly condemned Arianism and wrote a creed, called the Nicene Creed.



Sack of Rome by the Visogoths.. 410

Battle of Chalôns 451

(Germans and Romans stopped Attila the Hun's westward advance)

Pope Leo 1 persuaded Attila to spare Rome 452

End of the Roman Empire in the West - over-run by Goths Franks and Vandals 476

RUSSIAN CURRICULUM
FOR
CULTURAL CROSSROADS

RUSSIAN CURRICULUM FOR CULTURAL CROSSROADS

Trip Itinerary	Cultural Topics	Russian Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Material and Sources
General Comments:						
The trip itinerary is designed to acquaint the student with the USSR as a group of seperate countries now known as Soviet Republics, united by Political Ideology.		To give the student a travel vocabulary of approx. 100 active words and 200-3000 passive words and to introduce the Cyrillic Alphabet.	The Objectives Are: 1. To enligthen the student as to the expance of the people speaking Russian natively and as a second language. 2. To provide a minimal working vocabulary. 3. To know how to respond The Soviet Culture.	The Student Will: 1. Write and present a report on a Republic or city as to uniqueness and culture. 2. Teacher-made exam	Lecture-discussion Groups, Songs, Dances, and Music	Slides of Russia, with concentration on the cities of Moscow and Leningrad. American Hertiage Books: The Art of Russia The History of Russia Russia: A short history by Flrinsky. The Russian Family by David and Vera Mace Stalin, Hitler, and Europe 1933-39 by McSherry
Sputnik overview of the Soviet Union with emphasis on the Russian Republic. Preparations for trip			To acquaint the students with the myths of the Soviet and to seperate truth from fiction.	Quiz! Identify facts with true or false statements	Students are asked to tell their ideas regarding the Soviet people which are discussed by the class, directed by the teacher towards the truth.	Teacher's experience after four trips.
1-Foods		Names of basic foods.	To acquaint the student with the foods of the USSR and how their meals are arranged.	Quiz! Multiple choice quiz	Individual mini-reports of the food produced of the Republics.	Russian reckipes Reckipes from other Republics obtained from natives.
2. Climate and Clothing; and Agriculture		Basic clothing	To acquaint the student with the climate differences and variations of the USSR and how the climate controls and dictates clothing. Conversion of F° and C° how the climate controls agriculture and life style. le. Sheep herders dressed in wool while Ladlanders are dressed in fur	Quiz! Students are given a map and a month of the year and are to estimate the climate within	Mapping the climate in differences of the USSR by comparing latitude and longitude to US areas. Students are told to dress a man, woman, and a child in a given area.	Encyclopedia Brittanica National Geographic

RUSSIAN CURRICULUM

Trip Itinerary	Cultural Topics	Russian Vocabulary	Learining Objectives	Evaluative Instrument	Activities	Material and Sources
General Comments:						
3. Geography		Names of Republics and main Geographical features	To make the student aware of the expance, complexity and diversity of the Soviert Union.	Map Quiz! Students are required to write on a map, the names of the Republics an the main geographical features.	Students draw or trace a map on which they write in the names of the Republics and the main Geographical Features.	Atlas
Landing at Moscow Airport		Vocabulary of place	To introduce the students to the methods of Russian Air Travel as to comapare to other countries.	Quiz! On the place expressions for Travel	Classroom is arranged like a plane and the teacher is the pilot and stewardess.	Berlitz For Travelers
Day in Moscow			To present a typical day for a Russian student and for a worker, including: -School Systems -Young Pioneer -Censorship -Komosomol -Public Transport -Public Propaganda -Radio -T. V. -Military Service	Incorporated into teacher-made test on USSR.	Lecture-Discussion and Slides	"Soviet Life"
Shopping		Vocabulary of buying numbers	To educate the student as to how to function in the Soviet Union System of Buying and Selling: -Open Market -Price Control -Purchasing Lines -Hours of Stores	Quiz! In which the student is asked to give the rejoinders to a "Buying Dialog"	Lecture and Discussion	Teacher's Experience

Trip Itinerary	Cultural Topics	Russian Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Material and Sources
General Comments:						
Macroscopic view of the USSR: overview of all the Republics 1. Russian (RSFSR) 2. Estonian SSR 3. Latvian SSR 4. Belo Russian SSR 5. Ukranian SSR 6. Rumanian SSR 7. Moldavian SSR 8. Armenian SSR 9. Truzinskava SSR 10. Kazaxskava CCR 11. Uzbek CCR 12. Turkmenskava CCR 13. Tadshikskava CCR 14. Kirgizskava CCR		Names of Republics.	To acquaint the student with the diversities between the Republics as to: -Origin -Language -Interest -Life Style and Religion	Incorporated in teacher-made evaluation on the USSR.	Mini-Reports and Lectures	Histories of Individual Republics
The Russian Language		Nos. 1-500 Alphabet	To present the evaluation of the Russian Language and its role as the offical language of the Soviet Republics.	Incorporated in teacher-made evalution on the Soviet Union.	Teacher presentation of the major language groups and their evolutions.	ALM text Teacher Research

Trip Itinerary	Cultural Topics	Russian Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
General Comments:						
Tour of Moscow		Name of main points of interest in Moscow.	To introduce student to major significant areas of the Soviet Capitol: 1.- The Kremlin - Novo Devichi - St. Basil's Cathedral - Red Square - Pushkin Museum - Bolshoi Theatre - Metro and Trolley System - Moscow River	Quiz! Objective	Individual mini-reports and Lectures	Slides _____ "The Art of Russia" _____ "The History of Russia"
Leningrad (Venice of the North) Arrival by Train		Train Vocabulary Names of major points	To introduce the student to the differences of cities and to major areas of interest: -Hermatage -Alexandre's Square -Smolny: Lenin -Religious Museum -St. Isaac's Cathedral -Statue of Peter I -Memorial to the 900day Seige (WWII) -Nevskii Prospect -Pushkin -Gogol	Incorporated in teacher made Evaluation on USSR	Individual report on major points of historical interest Discussion of the influence of Leningrad and Moscow on the development of the Soviet State; Soviet Realism, etc.	Russia: A short history by Florinsky The Art of Russia The History of Russia
Side Trips			To show students a small town and two important Palaces -Tsarskoie Tselo (Russian Baroque) -Pawlovetz	Incorporated in teacher made evaluation on the USSR	Mini-Reports & Lecture/Discussion	Encyclopedia Britanica History of Russia Art of Russia

SPANISH CURRICULUM
FOR
CULTURAL CROSSROADS

SPANISH CURRICULUM

FOR CULTURAL CROSSROADS

Trip Itinerary	Cultural Topics	Spanish Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
General Contents:						
The trip itinerary is designed to acquaint the student with the geographical areas of Spain, Mexico, Central and South America	Cultural topics are based on the Fairfax Cty. Outline for Cultural Content	To give the student a travel vocabulary of approx. 100 active words and 200-300 passive words	The objectives of the course are designed to give the student a working vocabulary of travel expressions and exposure to Hispanic and Latin American cultures.	Evaluation will be based on: 1)Two projects: One on Spain and One on Latin America 2)Two teacher made tests: a. Spain b. Mexico and Latin Amer. 3)Quizzes related to culture, geography, and expressions presented.	Incorporated throughout the course will be a wide variety of activities, including mini-dramas and cultural assimilators. Samples of these are included for review.	General Sources: 1) The 1972 edition of Berlitz Latin American Spanish for Travelers 2) The 1975 editions of Fodor's Spain and Mexico. 3) The 1966 edition of Teaching for Cross-Cultural Understanding 4) Rand McNally World Atlas 5) Michener's Iberia 6) Latin American History College Outline Series 7) Von Hagen's a. The Aztec b. Incas c. World of the Maya 8) Approved county and state films and filmstrips
Theme: Spain An American exchange student (daughter of an American family goes to Madrid I. Before arrival A. Myths			To eliminate negative cultural stereotypes.	Teacher made quiz: Given statements, the student is to identify those that are true of Spanish speaking people and those that are false.	1)The student is given a list containing possible stereotypes or "myths". 2)The student identifies his own concepts of Spaniards and Spanish life. 3)Group discussion of possible inaccuracies.	Fodor's Spain.

Trip Itinerary	Cultural Topics	Spanish Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
B. Foods		restaurant expressions	To acquaint the student with foods eaten in Spain To learn restaurant vocabulary, reading of a menu, and table etiquette.	Teacher made quiz: 1)Given foods in Spanish, student must identify whether they are eaten at breakfast, lunch, or dinner. 2)Given situations, the student is to indicate whether the individual followed Spanish or United States etiquette.	1) The student is given a menu written in Spanish. 2) Students design meals they might have eaten or would like to eat. 3) A mini-drama is presented by students of the class which introduces Spanish etiquette, followed by class discussion. 4) Food projects by individual students.	1) Fodor's Spain. 2) Teaching for Cross-Cultural Understanding.
C. Climate			To inform students of the climate of Spain.	Incorporated into teacher made test on Spain.	From a list of possible clothing, student decides what exchange student should bring, based on climatic regional differences and seasonal changes.	Fodor's Spain.
D. Geography of Spain			To acquaint students with the geography of the country, boarders, principal cities, rivers, and mountain ranges.	Teacher made quiz: Multiple choice and map. Sample question: Identify which of the following is not a river in Spain a.Ebro b.Orinoco c. Tajo	Student completes map and maps out itinerary to be followed.	Rand McNally Atlas
II. Landing in Madrid		Plane	To acquaint students with expressions pertaining to the airport and travel by air.	Teacher made quiz: Given expressions in Spanish, the student matches these to corresponding English expressions.	Student manipulates a dialog which presents travel vocabulary and expressions.	Berlitz for Travelers.
A. A typical day	Family life		To introduce students to differences in schedules and concepts of time. For example that Spaniards eat their main meal from 2-4 in the afternoon. To familiarize students with family patterns unique to a Spanish family.	Incorporated into teacher made test on Spain.	1)Mini-drama acted out by students which illustrates differences in time schedules. 2)Cultural assimilator depicting family patterns.	Teaching for Cross-Cultural Understanding.

Trip Itinerary	Cultural Topics	Spanish Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
B. A non-work day (Saturday)	Social life and customs		To familiarize student with recreational activities, patterns of courtship and marriage. Examples- el paseo, el cafe, la duena.	Incorporated into teacher made test on Spain.	1)Programmed cultural assimilator.	Teaching for Cross-Cultural Understanding.
C. Shopping trip with Spanish family 1.currency			To expose students to the currency of Spain (pesetas)	Multiple choice quiz Given the value of an item in pesetas, student choose the correct value in U.S. currency.	1)Lesson demonstrating Spanish Currency. 2)Worksheet which gives articles in pesetas-students must determine equivalent U.S. currency.	1)Berlitz for Travelers 2)Fodor's Spain.
2.shopping		shopping vocabulary	To acquaint students with vocabulary needed for buying.	Teacher made quiz: Student supplies possible responses to situational dialog taking place in a store.	1)Student manipulates situational dialog which incorporates shopping expressions. 2)Mini-drama Students enter a Spanish store to buy products.	1)Berlitz for Travelers 2)Fodor's Spain.
D.Tour of Madrid 1.El Prado 2.El retiro (park) 3.El rastro (open air market)		following directions	To expose students to important sights in Madrid. To learn how to ask and follow directions in Spanish.	Teacher made quiz: Selected items from map-reading activity	1)Map reading- Student is given a scaled down map of the city. He is located at a fixed point, follows directions to a new point which is an important landmark. 2)Class discussion and slide presentation follows.	1)Fodor's travel guide. 2)Slides of Madrid.
4.Monument of Don Quijote	Literature		To acquaint student with major literary works, with particular emphasis on the Quijote.	Teacher made quiz: Multiple choice Example- Which of the following is not a Spanish author? A.Cervantes B.Unamuno C.Camus	1)Student receives informational sheet containing the life of Cervantes and episodes in English from the Quijote.	1)Great Men of Spain series: Cervantes. 2)A simplified version of excerpts from Don Quijote spoken in English.(An excellent recording) 3)Man of la Mancha-recording
IV. Tour of Outlying Areas A.Segovia B.Toledo	Art		To inform students as to the effect of the Roman Empire on Spain and the use of aqueducts. To expose students to Spanish and Latin American artists including El Greco, Velázquez, Goya, Picasso, Dali contrasted with Latin American painters such as Rivera.	Teacher made quiz: Given a list of artists, students identify them as being from Spain or Latin America.	1)Informational sheet on life of artists. 2)Slide presentation and class discussion.	1)Slides of Toledo and important artists. 2)Great Men of Spain series-El Greco

Trip Itinerary	Cultural Topics	Spanish Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
C. El Escorial D. El valle de los caídos	Government		To acquaint student with historical events leading to its construction. To expose student to events which brought about the Spanish Civil War (1936-1939) and its effect on government.	Teacher made quiz: True-False Example: Spain was at one time a Manarchy.	Student is given a "newspaper" and "clippings" which give the events of the Spanish Civil war. Student summarizes these events.	1) Michener's Iberia. 2) Slides of the monument.
V. Tour of Spain		bus	To learn the travel expressions related to traveling by bus.	Teacher made quiz: Given expressions in Spanish, the student matches these to the corresponding Eng.	Student manipulates situational dialog which incorporates bus terminology.	1) Berlitz for Travelers.
A. Regions 1.La coruña (Mallorca) Galicia 2.Navarre (Basque Provinces)			To acquaint student with resort areas of Spain. To familiarize student with varying regional dialects and the historic "Cuevas de Altimira".	Incorporated into teacher made test on Spain.	Slide presentation and class discussion.	1) Slides 2) Michener's Iberia.
a.Pamplona	Sports		To inform student of the sports popular in Spain-bullfighting, jai alai.	Incorporated into teacher made test on Spain.	Sheet describing the game of jai alai and the significance of bullfighting.	Berlitz for Travelers.
3.Catalonia a.Barcelona	Industry		To acquaint student with the industries of Spain.	Incorporated into teacher made test on Spain.	Movie on Spain which shows olive industry and pitting and stuffing of olives.	1) County film
4.Andalusia a.Granada	Architecture		To inform student of the historical developments of Spain including groups such as Iberians, Romans and Moors- their effect on architecture and language.	Incorporated into teacher made test on Spain.	1)Given a list of developments, time sequence scrambled, student reorganizes after class discussion 2)Given a list of words, student identifies them as introduced by Moors,Romans, etc.	1)Michener's Iberia.
b.Sevilla	Religion and Religious holidays		To inform student as to the importance of religion in family life. The contrast between the Ferias of Spain and Carnavales of South America.	Incorporated into teacher made test on Spain	Programmed cultural assimilators which emphasize religious holidays.	1)Michener's Iberia.

Trip Itinerary	Cultural Topics	Spanish Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
Theme:Latin America An American exchange student (Son of an Amer. family) goes to Mexico. I. Before arrival A.Differences between Spain and Mexico			To inform student of the differences in family life, foods, sports, and dress between Spain and Latin America.(Examples-paella vs. tacos, mantilla vs. sarape, el pato vs. corridas de toros)	Teacher made quiz: Given a list of items, student identifies whether they are associated with Spain or Latin America.	1)Thoughts of exchange student as to what he anticipated he will find in Mexico based on what his sister has said about Spain. 2)Mini-drama: Conversation between students which brings out differences between dress, foods, etc.	1)Fodor's travel guides of Mexico and Spain.
B.Linguistic differences between Spain and Latin America.			To acquaint student with the the differences between Castilian and Andalusian Spanish (Spanish of Latin America)	Incorporated into teacher made test on Latin America.	Student is provided with a list of words which are pronounced in Castilian and Andalusian Spanish.	Selected words from Spanish/English dictionary.
C.Geography of Latin Amer.			To acquaint student with the geography of Mexico, Central and South America including major rivers, mountain ranges, boarders, capitals and principal cities.	Teacher made quiz: Example: Which of the following is not a major city in Peru? a.Cuzco b. Lima c.Asunción	Student completes map and maps out itinerary to be followed by exchange student.	Rand McNally Atlas
D.Climate			To introduce climatic differences throughout Mexico, Central, and South America. Student learns that seasons are opposite as he moves farther away from the Equator.	Incorporated into teacher made test of Mexico/Latin America.	Given a list of clothing and the months these will be worn, student decides what to bring on trip.	Berlitz for Travelers.
II.Arrival in Mexico A.Tour of Mexico City		Re-use of vocabulary for following directions.	To expose student to the geography of Mexico city and to re-introduce vocabulary used for asking and following directions.	Incorporated into teacher made test on Mexico/Latin America.	1.Given a scaled down map of the city, student follows directions which lead him from one sight to the next.	Fodor's Mexico.

Trip Itinerary	Cultural Topics	Spanish Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
A.Chapultepec Park			To expose student to important sights in Mexico.	Incorporated into teacher made test on Mexico/L.America	1)Student is given a "newspaper" written at the time of the revolution, its outcomes, important personalities involved. Student must summarize events. 2)Filmstrip and/or slide presentation.	1)Filmstrips on Mexico. 2)Slides 3)Latin American History College Outline Series
B.Zocalo (Town square)	Government		To inform student of major historical developments including the Mexican Revolution which led to the present government.			
C.House of Tiles Restaurant-Sanborns	Foods		To acquaint student with foods of Mexico.	Teacher made quiz: a)From a list of foods, student decides whether they would be eaten at breakfast, lunch, or dinner b)From a list of foods, student indicates whether they are eaten in Spain or Mexico.	1)Student is given a Mexican menu and must decide to order at each of the three meals. 2)Student defines the difference between a taco, enchillada and burrito. 3)Food projects by individual students.	1)Berlitz for Travelers.
D.University of Mexico.	Education		To familiarize student with the education of the Latin American student and how it differs from the education of the student from the United States.	Incorporated into teacher made test of Mexico/Latin America.	1)Sheet explaining educational system of Latin America. 2)Mini-drama Conversation between a student from the United States and Latin America which brings out differences in education. 3)class discussion of two systems.	Teaching for Cross-Cultural Understanding.
E.El mercado (Tienda de curiosidades)		Re-introduce shopping vocabulary	To learn the currency of Mexico (pesos) and to re-introduce shopping vocabulary.	Teacher made quiz: Given the value of an item in pesos, student chooses value in U.S. currency.	1)Lesson demonstrating Mexican currency. 2)Worksheet which gives articles in pesos, student converts to U.S. currency.	1)Samples of Mexican pesos. 2)Berlitz for Travelers.
III.Outside Mexico City				Incorporated into teacher made test of Mexico/Latin America.	1)Informational sheet on Aztec, Mayan and Incan indians. 2)Given a list of accomplishments by indian civilizations, student identifies them as Aztec, Mayan, or Incan. 3)Film on Maya civ. 4)Projects by individual students.	1)Von Hagen's a.The Aztec b.Incas c.World of the Maya 2)Pan American movie on Maya civilization.
A. Xochimilco (floating gardens)			To expose student to important sights outside Mexico City.			
B. Pyramids	Indians of Latin Amer.		To learn about the indians of Latin America which are now a part of ethnic composition of Mexico,Central, and South America.			
C. Acapulco			To acquaint student with major resort area of Mexico.			

Trip Itinerary	Cultural Topics	Spanish Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
IV. Central America		car road signs	To learn the expressions needed for travel by car. To learn how to read Spanish road signs. To be acquainted with the development of the Pan American Highway.	Teacher made quiz: 1)Given a model of a car, with parts indicated, and a list of expressions, the student matches the two. 2)Student matches road signs with a list of descriptions in English.	1)Student is given a model of a car with parts indicated. 2)Parts are worked into a situational dialog. 3)Student is given a complete sheet with road signs and he matches these with English equivalents.	Berlitz for Travelers.
A.Countries of Central Am. 1. Panama Canal			To familiarize the student with aspects of the countries of Central America. (Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama) To show the value of the canal to all nations- its construction and operation.	Incorporated into teacher made test of Mexico/Latin America.	1)Film(s) and classroom discussion. 2)Possible individual student projects.	Film-County:Central Am. The Crowded Highlands #02206 Film-State:The Panama Canal The Panama Canal #24012
B.Cuba			To acquaint student with historical developments leading to present government in Cuba.	Incorporated into teacher made test.	1)Informational sheet on events leading to present dictatorship. 2)Panel discussion on Kennedy's historic decision.	Latin American History College Outline Series
V. South America	Music		To expose student to differences in countries of South America. To inform student of instruments and dances unique to Spain and Latin America. (Examples- maracas vs. guitarra, jarabe tapatío vs. el fandango)	Teacher made quiz: Student identifies whether instruments or dances are particular to Spain or Latin America.	1)Film on Latin Amer. and Spanish music and dance. 2)If possible, have someone from Latin America demonstrate dances in class.	New film on Latin American rhythms and dance.
A.Countries with large indian populations: Ecuador, Peru, Bolivia.			To inform student of the high concentration of indians in these countries and the problems their different language and culture pose to the country as a whole.	To be evaluated in summary section: See the next page.	1)Informational sheet explaining ethnic composition, developments, and problems of these countries. 2)Film	1)Latin American History College Outline Series 2)Film-State:South America The Geog. of S.A.- 5 Northern Countries #15105
1.Peru	Inca Indians		To inform student of the Inca civilization,its development and accomplishments.	To be incorporated into teacher made test.	1)Informational sheet followed by classroom discussion. 2)Film on Inca civ.	1)Von Hagen's Incas. 2)Excellent film:State or Cty. The Ancient Peruvian

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Trip Itinerary	Cultural Topics	Spanish Vocabulary	Learning Objectives	Evaluative Instrument	Activities	Materials and Sources
B. Countries with immigrants from Europe Uruguay, Argentina, Chile			To acquaint student with differences between countries with large indian populations and countries with large European populations. To familiarize the student with important historical events and governments (Perón, Allende, etc.)	To be quizzed in summary section given below.	1)Mini-drama: Students from Peru and Ecuador discuss problems with students from Argentina and Chile. 2)Informational sheet and class discussion on present governments. 3)Film	1)Latin American History College Outline Series 2)Film: State Geography of South Am. Argentina, Paraguay, Uruguay
C. Other countries: 1.Colombia 2.Venezuela 3.Paraguay 4.Brazil			To expose student to the history, problems, products, developments, sights unique to these countries.	See summary section below.	An informational sheet and programmed cultural assimilator for each of these countries.	1)Latin American History College Outline Series 2)Teaching for Cross-Cultural Understanding.
D. Summary Section			To summarize the differences and similarities between the countries of South America.	Teacher made quiz: Samples from classroom activity sheet are selected for quiz.	1)Given a list of problems, products, customs, etc., student identifies whether they are unique to a particular country (and identifies same) or all countries. 2)Classroom discussion	1)Latin American History College Outline Series 2)Teaching for Cross-Cultural Understanding.
VI. Return home	Influences of Spain and L.A. on U.S. history and language		To acquaint student with the influences of Spanish culture on United States history and language. (Monroe Doctrine, Good Neighbor Policy, etc.) To expose the student to the development of Inter-American Organizations. (O.A.S., Pan American Union) Sub-ethnic compositions of Latin Americans in the United States. (Chicanos, Puerto Ricans- their problems and prospects for the future)	Incorporated into teacher made test on Mexico/Latin America.	1)Given historical developments, students put them in the correct time sequence. 2)Programmed cultural assimilator of problems of ethnic minorities in U.S.	1)Latin American History College Outline Series 2)Excerpts from Nov. 1970 issue- Principal Education for the Spanish Speaking.
						This curriculum was developed by: Mrs. Susan B. Robertson Robinson Secondary School Fairfax, Virginia

Example of a Programmed Cultural Assimilator

by Evangela Vanacore

1. A group of American students go to a rural Mexican village to spend 2 months doing social and medical work. The children come daily for informal classes in reading and writing, arts and crafts, even come for medication and shots. Toward the end of the time, the Americans announce a fiesta, with a pinata and distribution of clothing. (Used and some new clothes had been donated by folks back home and were sorted according to sizes and set up in one of the school rooms) Children and adults came and participated in the social events but when they were invited to come into the school to choose what clothing they needed, none came. The Americans were confused and tried to cajole some of the people into taking the clothing. Why didn't the villagers respond?

2.a. The clothing was brought by the Americans and the villagers did not like the styles.

b. They thought the clothes were on sale and although they needed the clothes, they are poor and cannot afford to buy them.

c. While the villagers participated in the educational, clinical and social activities sponsored by the Americans at the school, they would or could not accept the clothing.

d. The clothing was used and the villagers did not want to wear other peoples clothing.

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3.a. This may seem to be the correct explanation since, in fact, the villagers wore distinctive simple garb almost all alike as to material and color. They usually made their own clothing so it would seem that if they really wanted the clothes, they could make adjustments and the styles wouldn't be such a problem

b. This really could be the explanation because in fact they had little or no money, but the Americans did not say that the clothing was for sale, they said it would be distributed.

c. This in fact is the best explanation. The other services were accepted in a collective sense and were seen as appropriate for the village as a whole, but the clothing given on a one to one basis was an insult to the dignity of the individual. In fact, the village leader suggested that a slight fee in money or eggs or tunas be charged. This was subsequently done this way and was highly successful.

d. Since their own clothing was dirty, torn, patched, etc, it probably was not a significant factor that the clothing had been worn by others. There must be another explanation.

Example of a Mini-Drama

by Pilar Aurensans
Agnes Dunaway
Sam Johnson
Mary Lee Poindexter
Janina Ponte
Sister Mary Rosaria
Rosann Stark
Raymond L. Gorden (consultant)

This mini-drama is concerned with the use of chrysanthemums in Spain and in the United States as an example of cultural contact that brings misunderstanding.

Scene: a hospital in Spain

a, in the corridor
b. in dona Luz's hospital room
c. on the street near dona Luz's house

Characters:

Debby and Suzanne, two American girls, boarders in doña Luz's house

Doña Luz, a Spanish lady

Señora Lopez, a neighbor of doña Luz, also Spanish

Scene I: Debby and Suzanne walking down the hospital corridor toward dona Luz's room

Debby: I'm glad we could get such nice fresh chrysanthemuns for doña Luz.

Suzanne: Oh, yes, she loves flowers.

Debby: We'll just stay a minute--she's so sick.

Scene II: In doña Luz's hospital room.

Suzanne: Good afternoon, doña Luz.

Doña Luz: How nice of you to come!

Debby: We brought you some flowers.

Doña Luz: How thoughtful! But it wasn't necessary, really.

Suzanne: Here, let me help you take the paper off.

Doña Luz: (getting very pale) Oh, but you shouldn't have bothered. Please leave them over there.

Debby: We have to go now. But we'll come again soon.

Scene III: In the corridor.

Suzanne: Gee, she must really be very sick.

Debby: Yes, she didn't seem to appreciate us coming.

Suzanne: Did you notice how pale she got when we gave her the flowers? She must have been in pain.

Scene IV: On the street near doña Luz's house.

Debby: Hi, señora López. What beautiful chrysanthemums you're carying! We just took some like them to doña Luz in the hospital.

Señora López: You took chrysanthemums to doña Luz? (horrified) Oh, my goodness!

Suzanne: Why not? What's wrong?

Señora López: We take chrysanthemunm only to the cemetery.

Possible questions following each scene:

After Scene I: Is it natural for Debby and Suzanne to take flowers to doña Luz? Do Americans customarily do this?

After Scene II: Does it seem natural to doña Luz that the girls bring her flowers? How do you explain her attitude?

After Scene III: Are the girls surprised that their visit is not well received? How do they explain doña Luz's attitude? How do you explain it?

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FLAHM program is being prepared

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